JET decision boosts British science morale

by Clive Cookson
science correspondent

This week's decision to site JET, the Common Market thermonuclear fusion project, at Culham in Oxfordshire, is a major morale boost for British science.

Half the team of 320 who are to be recruited to work directly on the £120m project over the next five years will be British, and significant scientific employment is likely to be generated outside Culham.

The 100 or so university physicists working in the field of plasma physics are likely to find renewed interest in their research. The success of JET will depend on the ability to achieve controlled fusion of hydrogen atoms heated under pressure in a doughnut shaped "torus" vessel to 100 million degrees—where they exist in plasma, the so-called fourth state of matter.

Dr J. Cohen, executive secretary of the Institute of Physics, said the JET decision was a particularly welcome boost to the morale of the physics community in Britain at a time when spending on big science, notably nuclear research, is being run down.

But a spokesman at Culham warned against overoptimism on the recruitment front. Although it was too early to say exactly how the JET team would be chosen, the majority of the 180 senior scientists and engineers on the project were likely to come from other European countries.

The British contingent will include scientists transferred from other work at the Atomic Energy Authority laboratories at Culham, and graduates recruited directly from universities.

The project leader is expected to be chosen within two or three months. He or she will certainly not be British and is most likely to be French. Dr Paul Rebut, who has led the team of 30 to 40 scientists preparing plans for JET since 1973, is a strong contender.

JET is to be built on a 180 acre green field site. Five years have been allowed for constructing and commissioning the 20-ft torus. Experiments may then continue for 10 years or so.

If they are successful a pilot reactor will be built, probably on a German site. But even optimists, like Energy Secretary, Mr Tony Benn who said JET "opens up a new and virtually inexhaustible source of energy for the twenty-first century", do not expect to see commercial fusion reactors making a major contribution to electricity supplies in under 40 years.

Not everyone is excited about JET, however. One eminent physics professor said the siting of such a high technology project at Culham was irrevelant to the vast majority of British university physicists.

Campus meetings discuss more anti-Jewish society motions

by Judith Judd

More motions which would discriminate against Jewish societies on university and polytechnic campuses were put to students' union meetings this week.

The issue of Zionism was due to be discussed on Wednesday at Hull University and Middlesex Polytechnic. Other discussions were scheduled to take place at the University of Kent and at York University, where the student union earlier this year revoked its ban on the Jewish Society.

On Tuesday meetings at Surrey and Reading universities broke up before policy on the question had been decided.

The meetings are a prelude to the National Union of Students conference in December, when the union is expected to decide its policy on Palestine. Though several motions equating Zionism with racism have been passed by student unions during the past 12 months, the Union of Jewish Students feels that the tide of opinion may now be swinging in its favour.

Last week anti-Zionist motions were rejected at Warwick University and at Newcastle and Brighton polytechnics.

The National Union of Students is planning to take measures to outlaw student unions that discriminate against university and college Jewish societies.

At an executive NUS meeting on Sunday it was agreed by 11 votes to three that a motion calling for a change in the union's constitution to allow suspension of unions that denying rights to Jewish students should be put to an emergency debate at the union's annual conference in Blackpool this December.

Miss Sue Slipman, NUS president, told *The THES* after the meeting that the executive had totally condemned the denial of rights to student members, whether Jewish or Palestinian. The plan to suspend unions had been formulated because of the fundamental threat to the democratic framework of the NUS.

● The national chairman of the Union of Jewish Students said on Saturday that he suspected Palestinian students had collaborated with the Socialist Workers' Party to ban the Jewish Society at Salford University.

Mr Moshe Forman said: "I will need some convincing that there was not some sort of deal between the General Union of Palestinian Students and the SWP over Salford. The GUPS members supported the banning of the Jewish Society."

But the allegation was firmly rejected by a senior representative of GUPS. He said Mr Forman was confusing being a Zionist with being Jewish.

The exchange took place during a conference on Palestine organized by Reading University Liberal Club.

Common for maths exam urge

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UGC to support Imperial's elite engineering course

Imperial College, London, has persuaded the University Grants Committee to support a four-year, management oriented engineering course for about 80 students a year from next October. This is less than the 100-plus intake the college was hoping for, but considerably more than the 20-40 range the UGC had envisaged for the elite engineering courses it is promoting at half a dozen universities.

Sir Brian Flowers, rector of Imperial College, said in his Commemoration Day address yesterday that the new course had fired a new feeling of optimism at the college. It had been given a "great opportunity to fulfil its aims more comprehensively than ever before".

The Imperial course will have three specialist streams covering chemical, electrical and mechanical engineering, but there will be a common element of social, economic and management studies integrated with the technical programme. The existing "total technology" course in mechanical engineering (not to be confused with the Science Research Council postgraduate scheme of the same name) will eventually be absorbed into the new course.

"The intake will be limited to students of high A-level attainment who have also been able to attract sponsorship from selected industrial firms who wish to collaborate with us—and I am glad to say there are many such firms", Sir Brian commented. "A further important element of the course will be project work undertaken and jointly supervised in collaboration with the sponsoring firms.

"Selected students, applying for entry next October in the usual way, are being invited to transfer their application to the new degree course. It is proposed that successful completion of the course will lead to a special qualification reflecting the quality, motivation and educational achievement of the recipients."

A suggestion that graduates might be awarded a master's degree has been dropped, but the college hopes London University will create a new bachelor's degree for the course—perhaps BEng.

Imperial College is waiting for the university to approve details of the new course before it can release them and start active recruiting of students.

The UGC is also supporting new four-year engineering courses—though on a smaller scale—at Birmingham, Manchester, Strathclyde, Brunel and, probably, Oxford and Cambridge.

Franks and Todd join OM

Lord Todd (left) and Lord Franks.

Lord Todd, president of the Royal Society and master of Christ's College, Cambridge, and Lord Franks, former don, diplomat and provost of Worcester College, Oxford, until last year, became members of the Order of Merit this week.

Alexander Todd, who is 70, was professor of organic chemistry at Cambridge from 1944 to 1971. He was awarded the 1957 Nobel chemistry prize for his work on nucleotides.

Between 1952 and 1964 he chaired the Government's Advisory Council on Scientific Policy, and he was chairman of the Royal Commission on Medical Education from 1966 to 1968. Lord Todd is chancellor of Strathclyde University.

Oliver Franks, aged 72, was an Oxford philosophy don from 1927 to 1937 and professor of moral philosophy at Glasgow University from 1937 to 1945. He was British Ambassador to Washington between 1948 and 1952, and led the Commission of Inquiry into Oxford University (1964-66) and the Committee on Section *Two* of the Official Secrets Act (1971-72). He is chancellor of the University of East Anglia.

The Order of Merit, which is limited to 24 members, is regarded as Britain's highest civil distinction. The novelist J. B. Priestley and choreographer Sir Frederick Ashton were also admitted to the order this week.

OU staff ask for inquiry closing date

Academics at the Open University are likely next week to press for a date for the completion of a QC's investigation into the future of information officer Mr Tom O'Carroll.

There is now some concern at the university about the mounting cost of the exercise, which is designed to indicate whether there is a prima facie case under university statute to start dismissal proceedings against Mr O'Carroll, chairman of the Paedophile Information Exchange.

The issue has also revealed a difference of opinion between academics and lay representatives on the Open University Council, including its chairman, Sir Frederick Warner.

End to grant ban agreed

The Department of Education and Science and the local authority associations have come to an agreement that the present regulations which ban the DES allocation of direct research grants to polytechnics and colleges of education should be repealed.

A clause in the Education Bill which is expected to be put to Parliament next session would, if successfully passed, overturn this ruling, allowing polytechnic education departments to become more research orientated.

Local authorities have in the past been opposed to the concept of specific grants. But now they have conceded the DES point that the money should not be allocated to colleges through the Rate Support Grant.

Oxford debates student voice

A proposal to give Oxford students a voice in the university's congregation is to be debated at its meeting next Tuesday. After many years of campaigning, this is the first time they have succeeded in getting the highly controversial issue debated. It is expected to be put to a postal vote.

If the proposal is accepted any undergraduate or postgraduate would have a right to address congregation once prior notice is given. Timing of speakers would remain the responsibility of the chairman.

Students are to argue their case in flysheets to be distributed with the *Oxford University Gazette*, a privilege they gained earlier this year. They are permitted to circulate three flysheets in this way every term.

The proposed arrangement would run initially for an experimental period of two years from January 1, 1978. Access to congregation would not be restricted to members of organizations such as the students' union or the Graduate Representatives Conference, as originally intended. Instead it would be open to any junior member of the university to participate.

The number of participants at any one meeting of congregation is not stipulated but it is believed the scheme would ensure an airing for minority views.

NEXT WEEK

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Interview with Lord Robbi
Higher education in Belfas
Bernard Crick reviews
Nairn's new book Break
Britain. Four pages of re
linguistics books.

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Government pressed to reform students' union fee system

by Judith Judd

The Government is to review its multi-million pound spending on students' union fees under pressure from the Comptroller and Auditor General. His office, which acts as a watchdog over government spending, has already expressed concern about the open-ended nature of the *system* under which more than £11m is spent annually on students' capitation fees.

The Department of Education and Science has been given until the end of this month to prepare a report and the auditor-general will lay his report on the subject before Parliament in January when the Public Accounts Committee is expected to *begin its* investigation of students' union financing.

The main issue which the committee will examine is that of accountability, to what extent the use of public funds by students is accountable to the Secretary of State for Education and to the Treasury and local authorities who provide the cash. The controversial question of students' union autonomy is almost certain to be raised.

The DES is understood to have been reluctant to agree to the review after Mrs Thatcher's abortive attempt to make payment of fees to students' unions voluntary.

The National Union of Students said this week that it would oppose any moves to reduce autonomy or to use the review as a pretext for cutting the level of students' union fees. However, it believes that a new system of financing should allow unions to be both publicly accountable and to conduct negotiations with college governing bodies.

Students will press their own ideas for reform on the DES. In a statement the NUS said: "The fundamental weakness of the present system of financing concerns the massive disparity in fee payment for mandatory award students in higher education and discretionary/no award students in further education."

At present local authorities only have to pay union fees for students following designated courses in receipt of mandatory awards. About 90 per cent of this is reclaimed from central government by the authorities. All other union fees are paid at the discretion of the local authorities. The system lends to great disparities in the amounts paid.

University student union fees range from £14 for each full-time student at the School of Oriental and African Studies in London to £55 a head at Edinburgh university.

In further education some fees are as low as 60p a head, rising to £3 at Crawley College of Technology and £28 at Glasgow College of Technology.

The problems of accountability inherent in the current arrangements are clear. In the universities, for example, the university council or court determines the level of capitation income and then tells the local authorities financing students at the institution.

The publication of the Layfield Report on local authority finance, which set out the principle that the body providing the service should be responsible for financing it, has given impetus to the call for change.

The NUS will press for a students' union fee guaranteed by central government for all students. The union believes that such a guaranteed minimum fee should be at least £15 for all full-time home and overseas students, though this may have to be achieved over a period of time.

A second proposal is that individual unions should negotiate with governing bodies over any supplementary fee requirements. Such grants would be paid by local authorities, reclaimable from central government in the case of students on mandatory awards.

The union wants national negotiating machinery to assess the scale of supplementary grants required by students to include the NUS, the local authorities and the DES.

Assessors attack Cardiff report

Professors Black (left) and Frazer—"Report was misleading".

The controversial report of the inquiry into the appointment of two lecturers by University College, Cardiff, has been attacked in a series of confidential letters by two of the independent external assessors involved in the selection procedure.

The inquiry was instituted after documents discovered by students during an occupation showed that Dr C. W. Bevan, the principal, had approached Professor John Beetlestone and another academic before the jobs which they now hold were advertised.

In a letter laid before the college council last week, Professor Malcolm Frazer, pro-vice-chancellor of East Anglia University, accuses the report of triviality and speaks of the embarrassing position in which he has been placed by the invitation to act as external assessor. He says that if he had known of the correspondence between the principal and professor Beetlestone he would not have accepted the appointment as assessor.

In a second letter Professor Paul Black, professor of science education at Chelsea College, London, says the report contains misrepresentations and inaccuracies.

The report, prepared by Mr H. E. Francis, QC, found that the appointments had been made by proper and thorough procedures.

In his letter to Professor L. A. Moritz, Cardiff's vice-principal (administration) and registrar, Professor Frazer says that at no time during his conversation with Mr Francis about the inquiry did he have the impression he was giving evidence that would be quoted.

"If I had thought I was, I would have wished to make one point only: that if I had known of the correspondence between the principal and Professor Beetlestone, in particular that my name had been suggested by the candidate, I would not have accepted the appointment to be an external assessor."

He goes on: "It seems to me that Mr Francis has picked on the trivial and anecdotal parts of our conversation to include in his report and he has left out what I consider to be important." Professor Frazer says it is unfortunate that the report gives the impression that he failed to observe the rule of confidentiality in the making of appointments.

Professor Black, whose letter to Professor Moritz was also placed before the college council, protested about speculations made in the report about his attitude. "I object most strongly to your action in giving wide publicity to inaccurate and unchecked speculation about my role in the proceedings of your selection committee.

continued on back page

Universities cool on AUT pay protest

Universities have turned down a request from the Association of University Teachers to close down on November 16, the day of action about pay. The view being taken by most is that, while they sympathize with the lecturers' claim, the work of the university and its students must not suffer because of the protest.

Staff have been told that if they can rearrange their timetables so that students can be taught at other times they are free to go on the demonstration, but the idea that lectures and tutorials should not be held has been rejected.

Mr Laurie Sapper, general secretary of the AUT, said this week, that there had been "a rip-roaring reaction" to the call for action.

The association now expects it will have to hold two meetings in the Central Hall, Westminster, in order to accommodate all those who come on the demonstration. At least 6,000 are expected to take part. Special coaches will bring lecturers from the north-east and special trains those from the north-west.

At Hull, Salford and Bradford universities, the authorities have expressed sympathy for the AUT cause and any members of staff who may want to rearrange their

At Sussex, staff have been told that those who do not rearrange their teaching programme but treat the demonstration as industrial action must inform the finance officer so that a day's pay can be deducted from their salaries.

At Aston they have been told they may rearrange lectures and take a day's holiday or special leave. Manchester University has said that it is not in sympathy with the protest but a big contingent of

continued on back page

Soft pedal for OU 'public awareness'

by Maggie Richards

A new draft report on academic standards, compiled by an Open University working party following allegations of Marxist bias in some courses, has abandoned a controversial clause urging that courses should be sensitive to public opinion.

But the document—rewritten after the university's academic board rejected the group's first attempt—recommends compulsory external assessment for every new course and a more masterful role for course team chairmen.

The new version was to be discussed by the working group today. If accepted, it will go before the university's academic board on November 10.

The working party was originally set up to report on academic standards after allegations from Professor Julius Gould, of Nottingham University, that a new course entitled "Schooling and Society" contained a Marxist slant.

In September, the working party's first report infuriated academics. One of the four criteria recommended for use in the composition of courses stated: "They should be written in a manner sensitive to public opinion."

That clause has now been scrapped. In its place is a paragraph referring to the university's responsibility as an academic publisher to be "aware of public opinion".

"There should, of course, be no suggestion that views expressed in OU courses should necessarily accord with public opinion generally, or in a particular sector.

"However, when a course team deliberately chooses to express views designed to shock or run counter to public opinion, this should be done with full knowledge of the possible effect on the public image of the university."

On the role of external academic assessors, the new draft report says there is a need for "rationalization". It accepts their major role should be to advise the course team, and to aid them to produce better material.

But it feels they must pay regard to the three criteria for course production—they should be of high academic standing; reflect the independence of academic judgment; and encourage independent and critical thought among students.

The new draft describes this role: "A subsidiary though not unimportant function is to provide the university (which among British academic institutions is uniquely open to criticism) with reassurances that an independent external academic is satisfied that the course is being produced in accordance with the criteria identified."

Another proposal bound to prompt criticism is the attempt to make course team chairmen collectively responsible for the material produced. Academics at the Open University may see this as making a radical alteration to the responsibility of the course team as a whole for its output.

Johns Hopkins head to write column

Dr Steven Muller joins our team of regular columnists this week. His first article, on the Bakke case now under consideration by the United States Supreme Court, appears on page 7. Dr Muller is president of the Johns Hopkins University in Baltimore, Maryland.

The THES

We regret that because of rising costs the price of *The THES* has had to be increased to 20p.

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Wider context sought for adult literacy

by Maggie Richards

Discussions are to be held between the Department of Education and Science and adult literacy organizations about stop-gap grant aid to provide a continued central focus for the adult literacy scheme.

This follows the announcement by Mrs Williams, Secretary of State for Education, last week that initial funds to local education authorities for the adult literacy programme will cease in March. Mrs Williams has handed over the task of plotting a long-term strategy for the whole field of basic education to the newly-formed Advisory Council for Adult and Continuing Education.

During the three-year lifetime of the adult literacy programme £3m has been handed out and more than 100,000 adults have come forward with reading and writing problems.

To bridge the gap between the end of financial support and the formulation of a policy for basic education there will be consultations about grant aid. Mrs Williams's announcement was made in a written reply to two parliamentary questions on the future of the adult literacy programme last week.

She emphasized that the money for adult literacy projects of l.e.a.s and voluntary organizations had not been intended to cover the whole cost of the operation, nor to provide more than an initial investment.

Mrs Williams said she shared the confidence of the Adult Literacy Resource Agency and its parent body, the National Institute of Adult Education, that l.e.a.s having responded well to the needs revealed by the campaign would ensure continued provision.

"I also agree with the agency and the institute, that the further development of the adult literacy service needs to be considered in the broader context of a strategy for adult basic education as a whole", she added.

"As a first step I am urgently seeking the advice of the newly-established Advisory Council for Adult and Continuing Education so that we can most effectively build on the achievements of the adult literacy campaign."

Mrs Williams also said consultations would be held on the vexed question of further financial support for voluntary literacy organizations, and on how far local authority provision could be reflected in the Rate Support Grant settlement.

She said she would make a further announcement as soon as possible.

Dr Richard Hoggart (left), its first chairman, and Mr Oakes, Minister for Higher Education, at the inaugural meeting of the new Advisory Council for Adult and Continuing Education.

Mandatory fee awards urged for 16-19 group

by Patricia Santinelli

The Government should introduce mandatory awards for all young people remaining in further education in the next financial year as a step towards solving youth unemployment, Mr Len Murray, General Secretary of the TUC said in London last week.

Insufficient weight had been given to the need to help more people of 16-19 to remain in further education, he said at the National Union of Teachers annual convention.

"At present young people staying on for sixth-form courses or staying full time in further education are at the mercy of local authorities on financial help."

The mandatory scheme could be done on the basis of arrangements similar to those already existing in Scotland without undue costs falling on the exchequer, he said.

Discussing the failure of both education and industry in providing vocational training Mr Murray said that at some stage the Government would need to develop a comprehensive strategy for universal provision for young workers—and if necessary would have to impose it on employers.

"The trade union movement for its part will give a high priority to this."

He added that the Government, education, local authorities, teachers, the training bodies and both sides of industry had a heavy responsibility to ensure that appropriate policies were formulated and means and resources found to give effect to them.

So far the Government's pilot scheme for unified vocational preparation and the Manpower Services Commission scheme for apprentice training had had little support from employers, particularly on sharing funding arrangements.

"The TUC believes that the needs of the individual young worker cannot be left to the whim of the employer. Still only one girl in 10 gets day release, for boys it is 40 per cent, and these figures have been slowly but persistently declining."

Vocational education and training would never become a reality without compulsory day or block release. How this could be best achieved was a matter for discussion and debate, but the Youth Opportunities Programme for Young Unemployed provided some guidelines, particularly in the area of work experience schemes. In future, perhaps such a scheme might embrace all young people, even those going to university.

Mr Murray also criticized the status of examinations, adding that they distorted educational aims and put far too much emphasis on acquiring a narrow range of academic knowledge. Yet commitment and leadership, qualities or qualifications which existed in the work force as had been proved by trade unions, could not be tested by examinations.

Dr Kerr defends four year courses

by Peter David

The assumptions about teacher training made by the Government in its recent education green paper were criticized last week by Dr Edwin Kerr, chief officer of the Council for National Academic Awards.

Speaking in Windermere at the sixth Joint Conference on Libraries and Learning Resources, he said that the CNAA and other validating bodies would not accept passively the Green Paper's dismissal of four-year training courses simply on the grounds of cost.

He went on: "We have to assess very carefully whether the three year courses are producing what was expected from them at the time of validation. I do not believe that the validating bodies are going to be satisfied with a one-sentence dismissal of the idea of four-year basic courses in teacher education."

Dr Kerr warned that the Green Paper's recommendations were in danger of overloading training courses. By pressing for an injection of more emphasis on literacy, numeracy and multi-cultural education, as well as more training in individual subjects, the government was in danger of squeezing a quart into a pint pot, he said.

He was also critical of the way teacher training had supposedly been integrated with the rest of higher education. He said that in many cases mergers between institutions had resulted not so much in integration as in "a college within a college".

The problems of integration were taken up by Mr Peter Pack, head of learning resources at Edge Hill College of Higher Education. He said that libraries had faced enormous reorganization problems as a result of the mergers and redeployments.

But he added: "Libraries have often taken the lead in forging links between institutions because they are central services. They have not just been handmaidens but have helped to point the way ahead."

For many libraries the reorganization of colleges had forced them to change their roles and get involved in course planning. Different patterns of learning, individual learning techniques and reduced teacher contact had increased the workload of staff.

In some cases, libraries had been able to enhance their activities as a result of the emergence of new departmental structures in merged colleges. One trend had been the grouping together of all the resource agencies in the original colleges to form a central learning resources unit to serve the new institutions.

The Windermere conference, now in its sixth year, was organised jointly by the Department of Education and Science, the National Association of Teachers in Further and Higher Education and the Library Association. But college librarians are also considering setting up a "learning resources group".

A principal reason for setting up the new body, detailed in a working paper circulated at Windermere, is that colleges of higher education cannot compete with large institutions such as polytechnics and universities in the amount of money available. The new group's major task would therefore be to devise ways of managing their less extensive resources in the best way.

The four-day conference was addressed by a number of speakers, including Mr J. Barnett, principal of Ripon and York St John College; Professor Ruth Beard of Bradford University; Mr L. Gilbert, assistant director of the Council for Educational Technology, and Professor Alec Ross of Lancaster University.

'Change Sex Act to encourage female admissions'

The Sex Discrimination Act should be altered to create a policy of positive discrimination for the admission of girls to universities, colleges and schools the National Council for Civil Liberties is urging.

In its latest report proposing amendments to the Act and the Equal Pay Act the NCCL suggests the adoption of quota systems to encourage girls to enter educational fields where they have been discouraged or denied access in the past.

"Unless the need for positive action is recognised soon as necessary we shall see equality of opportunity for women continue to develop at a snail's pace", says the report.

It suggests one method of positive discrimination would be to introduce target figures for certain subjects, so that a percentage of girls would be taking them to A level.

The scheme would be linked to a college admissions quota so that the girls would be assured of a better chance to use their knowledge through practical qualifications.

The report also says there should be a definite amendment to the Sex Discrimination Act leading to the abolition of single-sex schools. "We are convinced that they are a significant factor in the continued separation of sex-roles and stereotypes forced on boys and girls."

The English-Speaking Union

English Language Competition

The English-Speaking Union wishes to announce the launching of its Language Competition, designed to encourage new ideas in the field of learning and teaching English.

ELIGIBILITY: Entries can be accepted only from individuals living, or working in institutions based, in the United Kingdom.

ENTRIES: Entries should describe practical projects which make an original contribution to the improvement of teaching and learning of English, with emphasis on the use of English as a medium of international communication and understanding.

The following areas in the field of language studies are suggested, but the list is not meant to be exhaustive or exclusive: training of teachers; teaching materials; testing techniques; language learning in developing countries; courses in broadcasting; dictionary development; approaches to grammar; audio-visual aids.

SUBMISSION OF ENTRIES: Entries must be in the form of a typewritten article of not more than 5,000 words, prefaced by a summary on one sheet of paper of not more than 300 words.

DATE OF ENTRY: Entries should be submitted between 31 March and 30 June 1978. The results will be announced in October 1978, and the judges decision will be final.

AWARDS: The judges are empowered to recommend up to three awards of £500 and ten commendations worth £50 each. The award winners will receive a medal and those commended a certificate.

Copyright will be retained by the candidates but those who submit suitable entries may be offered commercial backing in order to develop their ideas.

Further information may be obtained from:

Mr D H Hicks MBE BA MBIM,
Director of Education,
The English-Speaking Union,
Dartmouth House,
37 Charles Street,
London W1X 8AB

City guilty over grants delay

by Bert Lodge

The Ombudsman has found Birmingham City Council guilty of maladministration causing injustice because it delayed payment of a student's grant. The case arose after the student's mother complained that the grant twice arrived a few weeks late. It has been recommended that the city should consider reimbursing the complainant for any expense incurred.

The second year of the student's university course began in October, 1976, but she did not receive her grant until early November, a month after she was supposed to have paid the term's rent in advance. The summer term began on April 25, 1977, and her grant only arrived on May 13.

The mother complained that in October she and her husband had to send her money in addition to the contribution they were supposed to make. And in the summer term her daughter incurred an overdraft on which she had to pay £8.52 in bank charges.

Birmingham Council officers told the Ombudsman they could not find the statement of parental income the complainant said she returned by April 30, 1976. After receiving no notice of assessment, she telephoned in August and September and was finally sent a duplicate form. Although the council received it on October 7 the student's grant cheque was not sent until November 4, a month after she was expected to have paid the whole term's rent in advance.

In the summer term the council admitted that all the cheques for the student's university had been sent to another, which held on to them for some time before returning them. This delayed the issuing of duplicate cheques.

Council officers said they did not have sufficient staff to keep a check on forms sent out but apparently not returned. But the awards division of the education department had recently begun to log the receipt of all forms.

They did not think the length of time taken to assess the grant—from October 7 to November 3—was unreasonable. There were 152 difficult assessments outstanding at that time, a fraction of the 8,000 assessments the awards division made each year.

However, after the matter had been considered by the further education subcommittee, four new posts had been created and one part of the process had been eliminated by the use of a computerized system.—*TES.*

Rock pool at Llantwit Major: a photograph for exhibition at University College, Cardiff, later this month, taken by David Hurn, head of the school of documentary photography at Gwent College of *Higher Education.* During the exhibition Mr Hurn will give a lecture on his work, one of a series *accompanying* exhibitions by distinguished photographers at the university in the next six months.

New adult education council meets for the first time

by Maggie Richards

Two reports are to be produced for the newly-formed Advisory Council for Adult and Continuing Education, outlining a strategy for basic adult education and pinpointing the council's other priority tasks.

The council's inaugural meeting last Friday was attended by Mrs Williams, the Secretary of State for Education, and Mr Oakes, the Minister of State overseeing higher education.

Mrs Williams placed before the council a commission to: "advise on the best way of building on the adult literacy campaign of the last three years in order to create and implement a coherent strategy for the basic education of adults, including continuing provision for adult literacy."

The council's first action was to establish a sub-committee to give urgent attention to Mrs Williams's request, and to produce an interim report on its findings in January, at the council's second meeting. The sub-committee is to be headed by Professor H. A. Jones, Vaughan professor of education and director of the department of adult education at Leicester University.

A second working group was also created to look at the other priorities which the council should adopt for its 1978 programme. This group will be under the direction of Mrs Naomi McIntosh, pro-vice-chancellor for student affairs at the Open University. It will also report to the council's January meeting.

Mrs Williams and Mr Oakes indicated to the meeting that they were looking to the council, as an independent body with wide terms of reference, to strengthen the lobby for adult education and give it an influential new voice.

They wanted the council to look at ways of forging stronger links between higher and adult education of making available basic educational opportunities to adults and at the educational implications of changing technology, developing industrial democracy, and earlier retirement.

The council would, no doubt, consider these and other issues when it looked at how resources might best be used over the next decade.

The meeting also discussed formal and administrative arrangements for the new council, whose chairman is Dr Richard Hoggart, warden of Goldsmith's College, London.

Nuffield to fill research councils' finance gap

by Clive Cookson
science correspondent

The Nuffield Foundation has decided to spend more of its income on research that would normally be supported by the research councils.

The foundation's annual report, published today, says this new policy will help to counter the danger that "the sheer abruptness with which some of the research councils are being required to reduce their expenditure in real terms will mean that research of acknowledged worth is brought to an untimely end, or that young men and women who would in normal circumstances be embarking on distinguished careers in research are now prevented from doing so for lack of support".

In the past Nuffield has only supported projects which fall between the research councils' spheres of operation or had been turned down for reasons the foundation thought unjustified.

The report says many researchers are shy of applying for Nuffield grants because they are under the impression that the foundation's sale of 27m British Leyland shares to the National Enterprise Board at 10p a share has seriously weakened its financial position.

The truth, however, is that Nuffield "was not nearly as seriously damaged as had at one time been feared". 1976 turned out to be an unexpectedly good year, with income up 24 per cent to £1.76m, it says.

Another reason why researchers are reluctant to approach Nuffield, according to the report, is uncertainty about the relationship between private foundations and government sponsored research councils. The advantages of a Nuffield grant, it says, are the speed and flexibility of the foundation's grant-making procedures.

"The foundation expects that the flexibility which it enjoys may be especially important during the years immediately ahead. The trustees therefore wish it to be known that they welcome, now as always, applications for funds to support outstanding research in science and medicine even though the research councils may often seem the most obvious recipients."

The annual report says "much of the foundation's concern during 1976 was more adequately to understand and more explicitly to define its present and future role in British society". This redefinition of policy led to the conclusion that Nuffield's wide range of interests should remain essentially the same as they have been for the past 31 years.

"If there should ever come a time when public budgets are as generous as they were in the 1960s, that might be the time when the foundation would be more strongly tempted than at present to concentrate its resources on a narrower range of interests."

Share-out of extra science cash next week

The Government's Advisory Board for the Research Councils meets next Friday to divide up the extra £4m added to the 1978/79 Science Vote by the Chancellor of the Exchequer in his minibudget last week.

The ABRC expects to have 1½ per cent more to share out among the five research councils in the coming financial year than it had in 1977/78—a little over £250m at November 1977 prices. But a further £3m would be needed to restore fully the £7m cut from the Science Vote by Mr Healey in 1976.

If the £4m is distributed according to the research councils' share of the Science Vote, the SRC will get just over £2m. However, as SRC chairman Professor Geoffrey Allen pointed out, this would not be quite enough to offset the 1.7 per cent annual decline in the SRC budget forecast in the Government spending guidelines to 1982.

The council had no shortage of high priority programmes on which to spend any extra money, he said, although the way it decided to spend its share of the £4m would depend whether it was a one-off bonus or repeated in future years—which was not known yet. In the former case it would have to be invested in hardware; in the latter it could be devoted to longer term projects.

Low-cost material plan begins

A two-year project to develop low-cost resource materials for training academic staff to teach has been launched by eight universities and one polytechnic.

The £10,000 project, funded by the Council for Educational Technology, aims to investigate the potential of resource materials to develop staff's teaching and management skills

Universities generally accept the need for some training of lecturers and, furthered by the Coordinating Committee for the Training of University Teachers (CCTUT), the time is felt right for a new approach.

The design and production work will be undertaken by the University Teaching Methods Unit (UTMU) at London University and the staff of the part-time teaching and learning MSc courses offered jointly by City University, Hatfield Polytechnic and Surrey University, both of which will set up a resource centre each.

They will collect and validate existing in-service materials, develop new ones, and identify factors which hinder their effective use.

ASSOCIATION OF UNIVERSITY TEACHERS

National Meeting & Parliamentary Lobby

November 16th 2 p.m.

Central Hall, Westminster

in support of a just pay settlement

Cambridge dons protest against Pretoria bannings

One hundred Cambridge University dons have written to the South African Embassy in protest against the recent banning orders and detentions in South Africa.

Headed by Professor Lord Kaldor, fellow of King's College and former government economics adviser, they are demanding that the new policies be reversed. In a letter to the South African ambassador, they say that "actions by your government have clearly illustrated its complete contempt for world opinion.

"Nevertheless, we write, as academic staff of Cambridge University, to express our deep sense of outrage at those actions. We deplore the banning of numerous organizations and individuals and the closing of two national newspapers, and demand that these measures be immediately rescinded."

The dons are particularly concerned at the measures which have been taken against the South African Students Organization and the South African Students Movement.

They say they will bring all possible pressure on the British Government to follow the example of the Americans in reexamining its relations with South Africa.

NUS set to launch national anti-apartheid campaign

by Peter David

The National Union of Students has called this week for a national student campaign against South Africa's policy of apartheid and Britain's role in blocking Security Council resolutions calling for the imposition of sanctions.

Mr Peter Ashby, the union's deputy president, claimed this week that the campaign scheduled for the next fortnight would represent "the highest level of student activity seen in this country since the campaign to stop the South African cricket tour in 1971."

One of the main events in the student protest is planned for tomorrow, when students from all over the country will meet at Middlesex Hospital and take part in a torchlight procession to Downing Street. The NUS also intends to organize protest demonstrations next week on the twelfth anniversary of the Rhodesians' unilateral declaration of independence. The protests will be aimed specifically at Barclays Bank.

Meanwhile, students at Aberdeen were this week continuing their occupation of the university's administration buildings. They are refusing to leave until the university disposes of its shares in 16 firms alleged to have connexions with South Africa.

Tomorrow's procession will be led by a South African student activist, 20-year-old Mr Tebello Motabanyane, who was general secretary of the banned South African Students' Movement. He fled South Africa illegally several months ago and arrived in London last week.

As the first chairman of the Soweto Action Committee and the students' representative council in Soweto Mr Motabanyane played a leading part in organizing the township's demonstrations in June. Both the representative council and the students' movement have since been banned by the Pretoria authorities.

Questioned about the educational situation in South Africa, Mr Motabanyane told a press conference this week that in Soweto the school system had effectively collapsed since the rioting. Over 700 secondary teachers had resigned from their schools in defiance of the Government's Bantu education policy, and some 42 schools were closed.

Dundee looks further than doctors from WHO

by Clive Cookson
science correspondent

Dundee University's Centre for Medical Education which has been running courses in educational planning and technology for the World Health Organisation since 1975 is beginning to make them available to a wider range of medical teachers.

The programme started two years ago with a three-week course attended by 12 senior faculty members from Egyptian medical schools. They were given an overview of the principles applied to medical teaching and a series of case studies in curriculum development and innovation.

The Egyptians were followed by groups of WHO fellows from several Middle Eastern countries. Many have been senior teachers and administrators in a strong position to influence their faculties, including three deans.

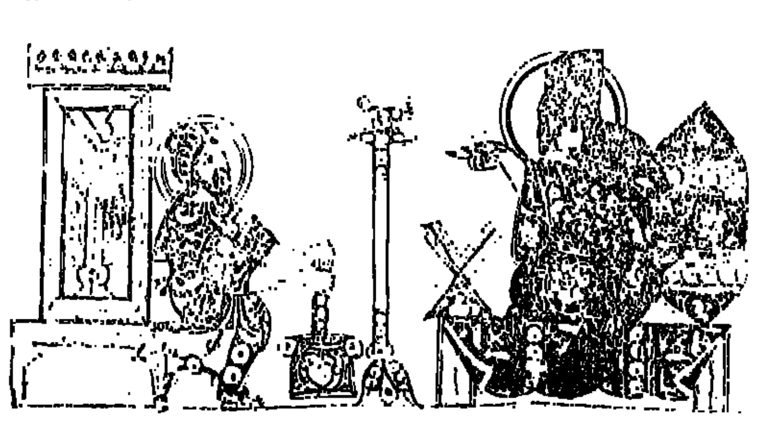
There was traffic in the opposite direction too: staff from Dundee travelled to Arab medical schools to provide short courses and "on site workshops".

The relationship with the WHO remains very close, said Mr Fred Abbatt, the senior lecturer in medical education who is in charge of the programme, but the centre is now trying to interest a wider range of medical teachers in the courses. Thus, only half of the 15 students on the first course of the 1977-78 session were sponsored by the WHO. The remainder came from a wide variety of countries, including Scotland, Ireland, Burma and India.

The great differences in participants' backgrounds were important, Mr Abbatt said. They learnt a lot from each other.

The most popular course, "educational planning and technology: the design and implementation of medical courses", is held twice a year for 15 to 25 students. Four-week courses on curriculum development and assessment and evaluation and one of eight weeks on the design and production of materials are designed for groups of five to 10.

The assessment and evaluation course has the very practical aim of equipping medical teachers to design and implement improved tests of both practical (clinical) and theoretical skills. The centre is especially proud of a new, efficient clinical examination devised at Dundee: the "objective structured clinical examination" aims to do for clinical assessment what multiple choice questions have done for written exams.


Early Arabian pharmacist with mortar and pestle.

All the courses are practical in nature and participants are expected to produce worthwhile examples of teaching or assessment materials. Fred Abbatt finds his students "surprisingly open minded" about the things he shows and tells them, though their overriding interest is always whether a new development is going to be a practical proposition in their own institution—which may have 1,500 medical students and virtually no money to buy teaching materials.

When a Dundee team went to Egypt last January to run a workshop, they were delighted to see that the previous year's students were changing their teaching practices as a result of their Scottish experiences: in their attitudes to their own students, their behaviour at faculty meetings, and the examination system.

The Centre for Medical Education is planning further expansion of its programme. One idea is a combined medical and educational course, with half the time spent studying a medical subject and half devoted to the problems of teaching it. Another is a one-week introduction to medical teaching for overseas postgraduates.

St Martin's starts maths retraining scheme

A course to retrain qualified teachers for specialist work in mathematics has begun this term at St Martin's College, Lancaster.

In February the college was selected by the Department of Education and Science as one of 10 centres for such courses which are part of the Government's campaign to improve the quality of mathematics teaching in schools.

The college has built on its experience in running in-service training courses to develop a course leading to a certificate in secondary mathematics teaching. The aim is to provide help for qualified teachers who want to change to secondary mathematics, a major shortage subject in secondary schools.

The course has three roughly equal but related sections. A mathematical studies section aims to build a foundation of understanding in all the subject's main areas, including computing. A professional studies section deals with the content and teaching of secondary schools mathematics taking into account recent changes.

For the first two terms students will spend one day a week in schools as part of this section. The third part of the course covers a variety of topics in mathematical education.

The college says that the course has proved attractive to teachers who have been unable to find jobs as well as to those who have a particular interest in mathematics which they wish to develop.

The course was drawn up, approved and advertised in three months and 18 teachers have just begun work. All have been supported by their education authorities which include Cumbria, Hampshire, Buckinghamshire, Clwyd and Lancashire. Some have received grants from the Local Government Training Board.

Birmingham open day attracts mature students

Birmingham University held an open evening last week to make more adults aware of the possibility of taking full-time degree courses.

The university distributed posters to encourage adults over the age of 21 to attend the meeting last Tuesday. Prospective students were encouraged to join in informal discussions over coffee with senior tutors.

There were also talks from Professor Jack Allanson, the university's senior representative on the Joint Matriculation Board, and Mr Rob Sawers, tutor to mature students.

At present there are some 220 students aged 25 and over doing first-degree courses at Birmingham. The majority have gained the necessary minimum O and A-level qualifications, but 24 have been admitted under a special matriculation procedure.

In the past seven years, only one student admitted under this special procedure has failed to graduate.

Apart from providing information on full-time degree courses, the university hopes the meeting may have helped to reveal difficulties facing mature students, and ways of adjusting the curriculum to meet their needs.

Practical side emphasized in Trent applied social studies

A new four-year ordinary degree programme in applied social studies has been launched this term to complement Trent Polytechnic's existing courses in social work and the social sciences.

The new course, which will lead to both a BA in applied social studies and the award of a Certificate of Qualification in Social Work, has not yet gained approval from the Council for National Academic Awards at honours degree level. But the CNAA has given the go ahead for an ordinary degree, and the first 25 students enrolled this term.

The new degree is not the first to offer both a professional social work qualification and an academic degree at the end of the course. But it is unusual in the division of time between the academic and applied aspects.

While most comparable courses offer two years of principally academic study, followed by another two years concentrating on social work, Trent's course is based on a single "academic" year followed by three years of work with an applied social work orientation.

According to the course leader, Mr David Richards, one of the most important selling-points of the new degree is that it appeals to people who are vocationally-minded, committed to social work, and keen to obtain a professional and academic qualification in one throw.

Students who decide after joining the course that they are not, after all, keen on making a career in social work can transfer easily into the polytechnic's BA in social sciences, which has a very similar first year.

Mr Richards said: "We are trying to get away from the pattern in which students take a straight social science course and then switch abruptly to an applied social work course. This degree tries to look all the time at the interrelationship between social work and social science."

Subjects covered in the degree include social work, sociology, social policy, psychology, law or politics and social administration. In the third year all students will spend a complete term on a sandwich placement with a social services agency.

Communications linked with speech therapy

Eighteen students have enrolled in the first year of a new communications degree at Ulster College, the Polytechnic of Northern Ireland, which, it is claimed, will end the traditional separation between the study of "normal" and "abnormal" communication.

The degree is to run in tandem with the polytechnic's existing BSc in speech therapy; its first two years—which can also lead to a DipHE—interlock with the speech therapy syllabus.

The designation of the new human communications course as a BSc instead of a BA was a deliberate attempt to indicate a greater emphasis on scientific work.

Part one lasts two years and concentrates heavily on the major disciplines of psychology and linguistics. The scientific accent is driven home by the inclusion of biology and physics as compulsory complementary subjects.

Part two contains a high proportion of practical work and enables students to apply the knowledge and conceptual tools offered in part one. Communication processes, semantics and discourse analysis are taught on a multi-disciplinary basis, and the empirical flavour of the course is emphasized by modules in research methodology, computation and statistics.

The designers are particularly keen on the close relationship with the speech therapy degree. Their submission to the Council of National Academic Awards, approved in July, argued that it would be highly desirable for future specialists in the diagnosis and treatment of communication disorders to be able to share a substantial part of their studies with students going on to further academic studies in "normal" communication.

They claimed that the United Kingdom differed from countries such as the United States, Canada, Russia, Poland and Sweden in its continued "artificial institutional separation" between the study of normal and abnormal communication.

Recent progress in the application of academic subjects like linguistics, psychology, acoustics and physiology to communicative disorders has pointed up the need for closer collaboration between theorists and practitioners, the submission says.

A wide range of modules is available in addition to the major subjects. They include child language, and sociolinguistics.

Journalists to get EEC briefing

A specialist course to give journalists an in-depth briefing on the European Community and its problems is to be introduced by the Centre for Arts and Related Studies at the City University next year.

The course, entitled "Reporting the European Community" will provide a comprehensive briefing on political, economic and social issues from a journalistic point of view. Attention will be focused on major issues such as direct elections, the common agricultural policy and the sovereignty of member states.

Mr Tom Welsh, director of journalism studies at the City University, said this week: "It is intended to provide essential background for editors, leader writers, news editors, sub-editors, feature editors and specialist correspondents covering the ever increasing volume of news from the European community."

Speakers for the two-week programme will include experienced journalists covering Europe, spokesmen for the European Commission, experts on Community affairs, MPs and spokesmen for British agriculture and industry. There will be a visit to the London office of the Commission of the European Commission of the European Communities and to an international news agency.

COURSES

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East-bloc languages part-time

Twenty graduates with a sound basic knowledge of German, Russian or an East European language have embarked on a one-year evening course at the Polytechnic of Central London leading to a postgraduate diploma in East-West trade studies.

It has been designed for graduates who are already engaged in or intend to take up a commercial career in East-West trade and involves two evening sessions a week and three weekend seminars a year.

A PCL spokesman said the course aimed to introduce students to the political and economic conditions and institutions of the Soviet Union and the countries of Eastern Europe as they affected foreign trade, and to develop their commercially oriented linguistic skills in German or Russian. Facilities for studying Polish, Czech and other East European languages are also offered, depending on demand.

In the first term students study the political and economic development of the Soviet Union and Eastern Europe since 1945 and are introduced to economic geography. They also analyse the economic organization of the Eastern block countries.

Next year they will consider the trade agreements currently in operation between East and West and financial and legal arrangements. Other forms of economic cooperation will be studied in the final term.

The diploma will be awarded on the basis of written and oral examinations. The course forms part of the polytechnic's wide-ranging programme of activities in the field of international trade studies and business orientated language teaching. It is being organized in consultation with the Anglo-Soviet Chamber of Commerce, the East European Trade Council and the London Chamber of Commerce and Industry.

Visiting speakers with special experience and knowledge of East-West trade affairs will play an important role in the weekend seminars.

Industry teachers

Fifty-seven people from industry have been recruited by the Inner London Education Authority to start induction courses to fill teaching vacancies in mathematics, physics and design, and technology.

The authority believes that many people in industry can help overcome the shortage of teachers in these subjects provided they are given teacher-training.

NORTH AMERICAN NEWS
MICHAEL BINYON reports from Washington

The Times Higher Education Supplement (London)
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National Press Building
Room 541
Washington DC

Survey criticizes dons' 'how-to-teach' schemes

The quality of university teaching has become a subject of great controversy in America. With the rapid rise in the costs of universities, students and parents have become less timid about expressing dissatisfaction with the effectiveness of college teaching. Some states have set aside money for instructional improvement and higher education, aware of the pressure for accountability, has responded with special courses for college teachers.

Recently the Educational Testing Service conducted a survey to find out how effective these faculty development courses were. It did not identify the ideal pattern. But it found that some of the current ways of encouraging good teaching were unsatisfactory, and often those lecturers who most needed teaching improvement courses were least likely to get them.

The questionnaire grouped the various programmes into four categories: workshops, seminars, or similar presentations; analysis or assessment procedures; activities that involved media, technology, or course development; and institution-wide practices such as sabbatical leaves and annual teaching awards.

Out of about 2,600 accredited degree-granting institutions in America (two-year colleges, four-year colleges and universities), just over half now provide some kind of course for their staff. Of this group, 756 colleges and universities responded to the ETS survey.

In general the respondents thought a large number of faculty members had been involved in development programmes. But professionals who wanted to become better teachers were the group most involved, and those in most need of help were least involved.

Mr John Centra, a research psychlgist at ETS wh cnducted the survey, fund that large universities and colleges had a particularly poor record. He thought the dual emphasis on teaching and research might account for the lack of development programmes.

Lecturers in their firsht year or two of teaching were moderately involved in programmes, and those with over 15 or 2 0years experience were only slightly involved.

But both were critical targets, Mr Centra said. Teachers who were just starting generally had learned little in graduate school about the art of teaching, and professors who had taught for some time had possibly become stale in their methods, presentation or outlook.

As for the effectiveness of existing practices, respondents rated the use of about 45 different activities on campuses. Providing small grants tothe faculty for teaching improvements or innovations was found to be common in universities and larger colleges, and was not only rated as effective but popular. Money to start or run small grant programmes, found faculty exchanges or visits to other institutions, and the use of expert teachers to work with others, were found to be much cheaper and quite successful.

Another practice, not widely used but considered promising, is the growth contract, an individual development plan most commonly used at a few two-year and four-year colleges.

One of the least effective practices, respondents said, was the annual teaching award, something very common and given great publicity in many American universities. Likened to beauty contest prizes, they provided little incentive to improve practices.

In addition formal ratings of teachers by students were used at over 90 per cent of the institutions, but only half estimated the ratings to be effective.

Mr Centra said teaching improvement was not always the sole purpose for collecting ratings. Lecturers often got little interpretation of their results, and those with poor ratings were not always sure what to do with them.

Some directors of teaching development programmes believe the student ratings could be more effective if they were used as a catalyst for bringing lecturers into other improvement activities on campus.

In part two of a series on diversity in American higher education, our correspondent looks at the arguments for Federal control of education policy

When the centre cannot hold

In all the talk about a separate Department of Education in America, one important implication seems to have been overlooked. A Cabinet seat for education would not only mean more money and attention for education, but would seem to give the secretary real power in determining educational policy in the United States. In short, it suggests something America has never had: a European-type Ministry of Education.

There have been moves to create a separate Department of Education on and off for the past 80 years. But they have usually foundered on the simple fact that there has never been any need for one. Education is not a federal responsibility: it is the concern of local communities and state governments. Any attempt to alter that responsibility touches on the rights and power of America's constituent states, historically a highly-charged issue.

The federal involvement in education has traditionally been through the Commissioner of Education. But the United States Office of Education has very little, if any, leeway in formulating policy. Its job is to advise, coordinate and pass on the wishes of Congress in the form of grants and regulations.

A separate Department of Education implies something far more. It would suggest that Washington, not 50 state capitals, was the first time responsible for the basic provision of education. It would suggest power for the secretary at least to oversee, if not direct, the activities of the 60 million Americans engaged in teaching and learning.

Any such proposal would be strongly resisted. It runs contrary to all American tradition of local control and little central direction. It would also make a strong political point, highlighting the gradual usurpation by Federal Government of much of the power of individual states. And if the argument came down to a question of states' rights, it would run into strong opposition in Congress.

The proposal for a separate department is never cast in this way. It focuses instead on the need for strong government leadership at a time of financial difficulty for education, the need for more efficiency in federal administration and the symbolic importance of a separate unit.

Such a unit would certainly accelerate the trend towards the centralization and standardization of the American educational system. Even without it Washington has become an increasingly important focus for all educators. Everything is ready to respond to a fully fledged department.

The main teacher unions, the National Education Association and the American Federation of Teachers, have their headquarters in the capital, so does the American Association of University Professors. A host of higher education organizations and lobby groups are clustered together in Washington. Some education bodies, especially those dealing with money, remain in New York. But this is only a short air commuter distance from the capital.

The focus of the associations' attention is Congress. They pay relatively little attention to what happens at the Office of Education. But it that office were invested with real policy-making power, they could easily redirect their energies.

There is no question that these groups representing nationwide interests have a growing power in moulding a national education policy. What they decide in Washington affects the educational policies of all individual States. Their demands often bring the States together in a common response.

Other national trends increasingly unify the policies of the separate States. Many of the difficulties now besetting American education—violence in schools, falling standards, fitting education to employment and so on—transcend the abilities of individual States to tackle things on their own. Committees of inquiry are set up with national briefs. Policies are recommended for all the country. National norms are cited.

There is clearly a growing need for central coordination. To a large extent this is the job of the existing Office of Education. But the office has to wait for Congressional initiatives. Its power is generally limited to that of the purse.

In some areas, therefore, coordination is haphazard. A good example is the question of establishing minimum standards for high school diplomas. One by one the various States have begun to introduce tests and examinations at various stages of the school career as a means of enforcing standards. In everyone's interest these tests should be roughly equivalent: a diversity of standards is not welcome to employers or universities. Congress has only recently begun to consider this issue; and the Office of Education has given little lead to State education departments. It is this kind of vacuum that a separate department would fill.

Next week: the fight to keep diversity: what is it worth?

$52m to raise standards

The Department of Health, Education and Welfare has awarded grants totalling $52m to 190 developing colleges and universities throughout America to help them achieve greater academic and financial independence.

The programme is designed to help struggling institutions with such limited financial resources that their ability to attract students, employ outstanding teachers, and improve their course offerings and facilities is seriously impeded.

The funds will support projects in four main areas—improving the teaching staff, improving the curriculum, increasing administrative efficiency, and developing student services.

The programme encourages developing institutions to draw on the expertise of stronger and more experienced universities, and on th resourcesof business and industry. In the past, developing institutions have pooled their resources to improve their libraries, career services, laboratory equipment, and computer facilities.

The awards also pay for national teaching fellowships. Under this programme, stipends are given to junior lecturers and graduate students from other institutions to encourage them to teach at a developing institution. The funds will also support retired professors or other skilled higher education teachers engaged by developing institutions as teachers or researchers.

To be eligible for these Government funds, available under the Higher Education Act of 1965, applicants must be properly accredited for at least five years but this may be waived for colleges on or near Indian reservations or with large numbers of Indian or Spanish-speaking students.

Illegal experiment charge is strongly denied

What are the proper limits of research? The old and troublesome question has surfaced again, causing considerable controversy in New York. The State's Department of Health has accused the State University at Albany of conducting dozens of illegal and unethical experiments which endangered the test subjects, left one person injured and were organized without the informed consent of the test subjects or the approval of a university research-review board.

Last month the Health Department filed formal charges against the university, which has denied any improper actions. Hearings in the case were due to be resumed on Wednesday. If found guilty, the university could be fined as much as $1,000 for each confirmed violation of a recently enacted ethics-in-research law.

The case is the first test of this new law, which arose in part as a result of recent revelations that the Central Intelligence Agency had conducted hundreds of drug and mind-altering experiments on unwitting subjects at various universities around the country 10 years ago.

The experiments at Albany ranged from a simple test to find out whether children would pick up a specific toy they had been told to avoid to a "self-perception" test aimed at finding out whether the subjects thought electric shocks hurt more or less when administered by members of the opposite sex.

The Health Department said one subject had suffered burns from a "light source", and cited at least 118 cases of electric shocks being administered.

The list of charges against the university has since been expanded and includes illegal delving into people's sexual behaviour and fantasies.

The university said informed consent had been obtained in all cases, and that all the experiments had been approved either by the university committee or the ethics committee of the psychology department. Professor Gordon Gallup, the chairman of the department, said the electric shocks involved were mild, and could only be described as uncomfortable rather than painful.

In the research on children playing with toys the president of Albany's Board of Education said written consent was obtained from parents and a member of the school staff was present at all times. These experiments tested the "forbidden fruit" theory. Young children were given toys to play with and told that one of them was forbidden. The forbidden toy proved to be the one they most wanted to play with.

The case has aroused considerable interest, especially in States contemplating similar laws on research to those of New York. It is also being watched with some apprehension by universities who fear yet more bureaucratic control over their research work.

Most universities already have research review bodies, and in a number of cases these have stopped proposed experiments.

Staff cash in on increase in student numbers

Eight hundred teachers and employees at Hofstra University, New York, have just been given bonuses totalling $125,000 under the provisions of an unusual employment contract that is said to be the first of its kind in America.

The contract links extra pay to a rise in student numbers, and last week the bonuses, ranging from $275 for lecturers and administrators to $104 for secretaries, were paid out as the result of the income-sharing arrangement.

The contract with the American Association of University Professors and the branch of a professional workers' union was signed in February and retroactive to September, 1976. It guarantees staff a minimum pay rise of about 3 per cent in the first year, 4.5 per cent in the second year, and 5.6 per cent in the third year—about $500, $750 and $1,000 above the base salary.

In addition, the contract also says half any money received in fees and tuition above the 1976-77 level ($37m) will be shared between teachers and employees. The bonus is limited to 8 per cent above the base salary in any year of the contract.

The idea of this clause was to encourage the 300 full-time and 200 part-time lecturers to act as recruiters for the university, since they had a financial interest in larger enrolment. They would also be encouraged to provide the best teaching possible to keep students at the university.

In announcing the distribution of the extra income, Dr James Shuart, president of Hofstra, said that last year the total of new full-time undergraduates was up 13 per cent on the previous year.

This year, he added, the figure was 19 per cent more than last year—a total of about 2,000 students. The university's full-time enrolment is now more than 4,800 students, an increase of more than 300 over last year. Altogether there are more than 10,000 students at the 42-year-old university.

Average salaries are not very high at Hofstra. In a letter accompanying the pay-out, Dr Shuart said: "Obviously the amount of the cheque is less than you or I want it to be. It is all we can afford at this time, and is significantly more than most of us thought it would ever be during 1975-76 when lay-offs, salary reductions, and talks of possible wage freezes provided the topic of the day."

Research post for Soviet dissident

Valentin Turchin, a computer specialist and a leading dissident allowed to emigrate from the Soviet Union with his family recently, has accepted a post as a research scientist at New York Universtiy's distinguished Courant Institute of Mathematical Sciences.

The 46-year-old physicist founded and headed the unofficial Moscow branch of Amnesty International.

Minority numbers rise 16pc

In the past four years the number of minority students at American colleges has gone up 16.8 per cent, according to a survey by the National Association of State Universities and Land-Grant Colleges. In that period total enrolment rose only 6.3 per cent.

The study found major advances in black enrolment at traditionally white campuses. A total of 68.6 per cent of the black population was at predominantly white institutions.

By contrast in 1968 60.8 per cent of all black students attended 17 traditionally black universities and colleges.

The figures showed there were about 445,000 minority students compared with 2,400,000 white students. Of the minority group, 196,400 were black, 104,900 were Hispanic, 69,800 were aliens, 57,700 were Orientals and 16,100 were American Indians.

China

Entry exams are 'rehabilitated'

by John Gardner

Although official directives on university enrolment policy have not yet been published, China has revealed, in typically oblique fashion, that changes have already been introduced, and that a substantial minority of his year's intake are being admitted straight from school.

The "announcement" is to be found in a September *Red Flag* article, quoted recently by the *New China News Agency*. The article is written by Chou Pei-yuan, who is one of China's most distinguished scientists and a deputy chairman of Peking University.

Ostensibly, the article deals with Mao's concern for scientific and technological education, and is similar to many which have appeared on this theme in the past few months. It refers, however, to events in 1972 which are of special significance. In that year attempts were made to raise academic standards, and Chou Pei-yuan himself wrote an influential article on the need to improve scientific education. Despite the opposition of the radicals, who dominated the media, this was published in a national newspaper.

A number of articles also appeared on foreign language teaching, an area where politicization had resulted in praise being lavished on textbooks which consisted of nothing but Mao's quotations in translation, scarcely an example of the Chairman's injunction that one should "teach in a living manner".

The year also witnessed a move to regularize university enrolment procedures which involved the reintroduction of various forms of academic entrance examination and, a much more sensitive matter, the recruitment of some students directly from school.

The "Gang of Four" and their supporters attacked this "Rightist" trend. In 1973 they adopted as their "model" Chang Tieh-sheng, a youth who used his examination script to write an open letter to the authorities protesting at the way such tests discriminated in favour of "bookworms" and against those who, like himself, could claim five years of service in the cause of agricultural production.

Hailed as "a hero who goes against the tide", Chang was duly rewarded with a college place and, until Hua Kuo-feng personally denounced him as a "new-born counter-revolutionary" last December, enjoyed considerable influence as a spokesman for the radicals.

Entrance examinations did not die out, but the radicals were powerful enough to ensure that their role in the selection procedure carried far less weight than many academics would have wished. They were also successful in ensuring that the merits of direct entry received virtually no attention in the press.

There are no statistics on the subject, but foreign teachers and students who have worked in China confirm the general impression that only a handful of students were enrolled on graduation from senior middle school, and there is more than a suspicion that the system was sometimes abused by army officers and other influential officials who could use their "connexions" on behalf of their children.

For the vast majority, two years of "productive labour" was a prerequisite for admission to university, along with recommendation by "the masses" and good class background.

Red Flag now tells us that it was *Premier Chou En-lai who, in 1972, ordered* the enrolment of a number of students in science, engineering and foreign languages directly from school. Moreover, it is said, this was in accordance with Mao's wishes. It requires no great leap *of the imagination* to appreciate that the author is referring not simply to what happened five years ago, but to what has been happening in the past couple of months, as China's universities have quietly got on with the job of selecting students for this academic year.

The article suggests, however, that direct entry will be restricted largely to these three categories of students and, moreover, that the *departments concerned will not* recruit exclusively from the schools.

Indeed, Chinese education officials have told a Japanese delegation that visited China recently, that this policy is to be instituted as part of a plan to reform the university system which the Ministry of Education is now finalizing.

According to this report, university entrance examinations for 1977 admission will not be held until December, and this delay suggests that there has been considerable controversy.

It is also planned to lengthen arts degree courses from three to four years, and science courses from four to five. The number of science students is to be increased, more postgraduate provision is to be made, and new research departments are to be created.

France

Call for cuts protests as academic year opens

from Guy Neave

PARIS

The university year has started in its traditional manner. A strike call for November 17 has been made by the left-wing students union, the *Union Nationale des Etudiants de France*.

Despite considerable hesitation by the socialist members of the communist-led union executive, students are being asked once again to demonstrate against the continuing cuts in the higher education budget.

It is by no means sure that the call to arms will be followed. The fact that a general election is now five months away and in view of the considerable anxiety about jobs, the university world is keeping an understandably low profile.

The left, for example, has shelved *its various proposals for university* reform until relations between the socialists and the communists become clearer. Moderation is the order of the day as the left seeks to curb the actions of its more active student supporters.

Enrolments this year have fallen in the 13 Paris universities. Last year, there were 54,381 new enrolments. This year the figure is 52,750. In part this is due to the abolition of the catchment area system applied to universities in the capital, in part to a more rigorous system of selection at the University of Vincennes, hitherto comparatively open.

The abolition of catchment areas for the Paris universities has had widespread repercussions. This summer saw the spectacle of students rushing from university to university in quest of a place. In July, for example, students were queueing at five in the morning in order to get on the list of second year enrolments at the University of Paris IX Dauphine—one of the top business management establishments in the university sector.

Opened at nine in the morning the lists were closed little over [illegible] hours later, leaving many students to chase round the city in the hope of finding a place elsewhere. The situation has not improved much in the meantime. Some students will find it extremely difficult to find a place at any of the faculties.

Among first year entrants economics and psychology seem to be enjoying a new vogue. Significantly, the latter is perhaps the only social science not to have continually declined over the past three years.

Apart from marking the tenth anniversary of the May 68 uprising, this academic year sees the introduction of the controversial second cycle reforms in the third and fourth years of study. The reforms emphasize the need for professionally "relevant" courses.

So far, some 750 second-cycle degree courses have been submitted to the validation committees: [illegible] have been validated, 130 of which have a vocational orientation and 229 of which are fundamental courses. Of the remainder, those rejected were often returned on the grounds they did not lead to areas in the labour market where sufficient vacancies existed.

West Germany

Study abroad considered a 'luxury'

by Günther Kloss

Too few German students choose to study abroad as part of their undergraduate degree, according to two surveys by the Ministry of Education and Science.

The surveys emphasize that the Federal Republic is inextricably linked economically, politically, culturally and academically with the rest of Europe and the world. It cannot afford mounting isolation of its universities without serious long-term damage, they say.

One of the surveys focused on the attitudes of a cross-section of 1,533 university students, some of whom also underwent intensive interviews. The other sought to investigate how interested in studying abroad grammar school leavers were.

The research revealed that, although there was widespread interest in studying abroad, most young people regarded such a period as a luxury they could not afford.

They felt that it would bring no additional material advantage in their later professional career; that they might lose their university place; and that in the present economic climate the delay in getting their first degree could affect their chances of getting a job at all. In addition, the lack of sufficient knowledge of foreign languages was quoted.

Both surveys make it clear that two preconditions must be fulfilled if the number of students studying abroad is to be increased. There must be some tangible advantage in obtaining a first job and the period of study abroad must become much more of an integral part of a university course.

This last point should apply especially to students of foreign languages, for even they are often reluctant to go abroad for any length of time.

Other measures suggested are a more generous and at the same time more uniform interpretation of the provisions in undergraduate grant legislation, a less restrictive application of postgraduate award rules and an extension of the special programmes of the German Academic Exchange.

Italy

Pressure grows for start to new universities

from Uli Schmetzer

ROME

As student demonstrators roamed through Italian cities last month, academic administrators continued to press the Government to proceed with the construction of planned new universities to ease chronic student congestion and unrest.

The most urgent need is for Rome's scheduled second university which would alleviate the city's overcrowded single institution now harbouring 170,000 students and labelled with the dubious distinction of being the world's most chaotic university.

The Rome University Administrative Council has asked the Government to pass a decree allowing building to begin on the new campus which was approved by the Cabinet in June together with eight *other regional institutions.*

The council pointed out that since the Cabinet approval no further steps have been taken to make the decision operative. It said the new university was imperative.

Rome's second university, at Tor Vergata between the city's southern outskirts and the Alban Hills, is to be built along American lines but without residential colleges.

Together with two other planned universities, one at Viterbo, 50 miles north of the city, and the other at Cassino, 80 miles to the south, the three new institutions would ease the heavy concentration of students in Rome.

Many academics and politicians see decentralization of the congested Rome University as one of the key factors in neutralizing student unrest. The volatile situation exploded again last month after the fatal shooting of a 20-year-old student by right-wing militants.

Yet in academic and political circles fear prevails that the increase in the number of planned universities from 29 to 42 will not eliminate the principal problem confronting Italian students.

At the root of the unrest has been the lack of jobs for the growing number of graduates, many of whom have joined the ranks of the unemployed on finishing their studies.

Ironically, the problem has been largely caused by a new education system which allows anyone with a secondary education access to university level. Since its implementation the student population has swelled and with it the number of graduates.

According to the latest figures issued by the National Statistics Institute in July, 1,692,000 Italians are out of work in a total workforce of 20m. Of the unemployed, 1,253,000 are between 14 and 29.

The institute says that 35 per cent, 450,000 of the unemployed, have either completed high school or their university studies.

The figure of 450,000 is well below the statistics quoted by the National Students' Association which *claims that up to 3m graduates from* universities or high schools are unemployed or engaged in part-time jobs well below their qualifications.

The Minister of Education, Signor Franco Maria Malfatti, has tried unsuccessfully to introduce the numerus clausus system, at least in some faculties. Each attempt has been met with angry student reaction.

Republic of Ireland

Validation body to be reestablished

DUBLIN

The Minister for Education, Mr John Wilson, hopes to publish before Christmas a Bill to establish the National Council for Educational Awards as a statutory degree-awarding body. Draft heads for the Bill have already been drawn up.

The NCEA was founded to award degrees and other awards by the Fianna Fail Government which fell in 1973, but it was not made a statutory authority.

Thus, the Coalition Government which succeeded Fianna Fail stripped the council of its degree-giving functions in December, 1974. The move was in pursuit of a quasi-comprehensive policy whereby universities alone would validate degree courses in technological and teacher education colleges.

By contrast supporters of the NCEA argued that the technical sector should first be developed so that comprehensive education could evolve from a subsequent merger of two equal educational traditions.

Holland

Talks on staff structure held up by government doubts

from Lynn George

AMSTERDAM

Discussions due to take place last month between Dr Ger Klein, former Higher Education Secretary, and the universities on plans to reorganize academic staff structures had to be postponed because Holland is still without a government.

Dr Klein, who is now a back bencher, is expected back for a second term in office if his Socialist Party manages to form a coalition government. The postponed talks will be high on his list of priorities.

The main reason for reorganization is economic. The idea is to increase the efficiency of the universities so that on a severely limited budget more can be achieved. Since 1973 the number of students has increased b y4.5 per cent yearly, but funding by only 1 per cent.

Even so, Dutch university education rates as the most expensive in the world. One of the major headaches is the automatic promotion system. It is taken for granted that lecturers after a certain number of years and without any clear selection criteria automatically become senior lecturers with salaries of 6,752 gilders a month (about £1,520).

The reorganization will aim at making academics far more accountable. Work would be regularly *assessed and where necessary academics* might be demoted or even dismissed — something which is virtually impossible now.

Wherever possible new vacancies would be filled by academics one rank lower than their predecessors. At the middle and lower levels vacancies for lectureships would as a rule be filled by assistant lecturers on a temporary basis.

At the highest academic levels a lower salary scale alongside the existing one for professors would be introduced. The maximum salary for a professor is now just over 10,000 gilders a month. The second salary scale would be that of a reader's salary (maximum 8,088 gilders). Vacant chairs would be reassessed to decide whether they should be filled by professors on the lower or the higher salary scale.

The places for readers which would become free would be filled where possible by senior lecturers, so that readers would eventually disappear. It is also proposed that the retirement age for readers and professors should be lowered from 70 to 65.

The short-term effects of the proposals are estimated as follows: the number of professors and readers would be reduced from 3,111 to 2,830 and of senior lecturers and lecturers from 8,866 to [illegible] assistant lecturers would [illegible] from 2,860 to 4,255.

South Africa

V-c warns of isolation danger

from Louis Hotz

JOHANNESBURG

South African universities, particularly the English-medium institutions, are finding it increasingly difficult to recruit well-qualified academic staff from such traditional sources as Britain and the United States, according to Professor G. R. Bozzoli, vice-chancellor of the University of the Witwatersrand.

Professor Bozzoli attributed the situation to the political climate surrounding South Africa. He added that staff who had come to South Africa from other countries in the past were now often looking to emigrate.

Another aspect of South Africa's university contacts with the outside world has been raised by the Minister of Health, Dr Schalk van der Merwe.

He has expressed concern at the number of students from other countries who are being admitted to South African universities to study medicine.

He warned that action might be taken to limit the numbers of foreigners, who normally left the country after qualifying.

Dr van der Merwe also deplored the increase in the exodus of recently qualified South African doctors this year. He pointed out that it cost the state about 30,000 rand (about £20,000) to train a doctor.

If the present trend continued he emphasized, something would have to be done to compel medical students to work in the country for a specified time after graduation.

مكتب الاصل

Don's diary

Saturday

07.00. Bright, clear morning. The campus looks its best at this time of day, even with the heating mains still exposed and huge piles of red Warwickshire mud slowly spreading with each rainfall. Peace and quiet for the last time for 10 weeks.

10.00. By the time we're ready for business, about 50 students have arrived and are waiting, more or less patiently, around the reception area. Little family knots all focusing on the fledgling about to leave the nest, giving advice, last minute instructions, encouragement, warnings. A large Asian family—three generations at least, the whole family except the canary, it seems—*approaching with considerable* trepidation the abandonment of their daughter to the barbarian hordes of Warwick. Nonchalant, *bejeaned, sweatshirted* second and *third years* who know the ropes.

12.00. By the time the bar opens, we have processed a couple of hundred of the 1,000 or so who will be coming into the residence this year. A Willing Helper (student porter) is despatched for drinks *while the rest of us continue to* allocate rooms and cope with the homeless.

16.00. We've had a steady queue for more than four hours now. What am I doing here? My mentors in graduate school didn't tell me that academic life would be like this.

20.00 Close up shop for the night and go home to watch the appalling film version of McMillan's still amazing *Romeo and Juliet*.

22.30 Back to check that all is O K with the night porters. I'm on duty for the next 3 nights. A couple of drinks with a colleague (a bar extension!), watching the returning males trying to move in on the new females.

Sunday

12.00 It's been quiet since we opened this morning. It seems that about 70 per cent of the students arrived yesterday, unlike previous years. Quite relaxed.

16.00 Chaos. An administrative error has given us five more bodies than beds. Heads will roll! Unless it's my fault, in which case it's excusable human error resulting from pressure. My secretary has responded to my plea for help and come in to sort out the mess while I cope with the irate/tearful students and parents.

20.00 Close up again, for the last time. The error was manageable and fortunately untraceable. Nearly all 1,000 are in, 600 of them new to Warwick. We have survived. An unpleasant incident is reported: simple vandalism or incipient racism? Long discussion with a colleague produces nothing but uncertainty: indecision or academic objectivity? His wife feeds us and things look better. *The Jazz Singer* makes me feel old again. Was it really that slow the last time I saw it?

Monday

09.00 An early morning sort-out of *the weekend statistics for the steering* committee of the senate. The vice-chancellor, just back from the Pacific, bounces through Senate House. This display of energy I don't need this morning.

09.15 My own office. Today's *Times* is added to the pile of unopened issues going back to Wednesday. I don't feel uninformed; I doubt that I have missed anything. Why do I buy it?

10.00 Attempts to return to a vaguely academic sphere of activity are thwarted by the telephone. Dr Bell has a lot to answer for. Which residential house will be selected for the fire drill? What about that report that should have been in last week? "I don't like my room." Can I attend a meeting on Friday? A new warden rings to report on his first duty night: a diabetic coma, a first-year dead drunk in the Square, a *broken foot*, a broken knee cap following an impromptu Astaire bit on a table. Another quiet Sunday evening with the family.

11.00 The telephones are silenced, cut off by my guardian secretaries. Very undragon-like, but they manage. Two quiet hours seeing the rough assembly of a programme about an experimental comprehensive, *then discussing it with my colleague* who is making it, trying to sort out the inevitable where-to-go-from-here problem.

14.15 Postprandial, academic-type reverie interrupted by the telephone. The Lodgings Officer has a new student with her, just arrived from Iran, virtually no English, no place to live. Another student comes through the door. The other phone rings. Where are my guardians? *Oh yes, late lunch and husband with* broken foot (an epidemic?).

18.00 Weeks later, escape to the sports centre for quiet sauna. Enter student: "Can you help me? I have no place to live." I have no place to hide. Try the staff club bar. attacked by computer scientist about the "usual accommodation shambles". Retort with "carping criticizing non-participating bloody academics". Urge to kill. Groves *of Academe*.

Tuesday

08 : 30 A good start to the day. "Why did you put that new girl in a double room with a man?" "I didn't." "Well, the room is full of men's things." "Move them out and change the lock on the door." Another *Times* on the pile. "*Mr Malek, you don't seem to* understand. There are no rooms available. There are 957 beds and 957 students. There are no empty rooms. They are all filled with students. There are no rooms." "Can you help me, please?" I should have been a bricklayer. Production meeting to design a staff-student weekend television workshop. The College of Education rings to remind me that their term has *started and that my lectures start* soon. "Can't talk now, room full of people, call you back." Should we take the time to do a session on single-camera television on the workshop? What about portable systems? A film studies planning meeting. A discussion about the film programme for the arts centre. Letters to sign. A blurb to write.

19 : 30 A student offered a place yesterday by one of the language *departments turns up and expects to* be given somewhere to stay, having been told to come along at any time. Phone the admissions tutor for the department and hand over the problem.

21 : 00 To the arts centre to see *La Cécilia*. Nineteenth century anarchists in a Brazilian commune. An hour later I wake up and realize that I could be out talking to someone, communicating better than this washout. Cocoa with a colleague, then half an hour of stunned incredulity as I am introduced to ATV's *Executive Suite*, a Z-grade American import.

Penelope Keith in "The Norman Conquests" reminds me of mother

Wednesday

08 : 30 Re-allocate unclaimed rooms. see a student who thinks he wants to leave. Persuade him to wait until the weekend, sort out his reasons for leaving.

11 : 00 Audio-visual centre staff problems. Long conversations, suggestions, placatory remarks.

13 : 00 How does lunchtime come so quickly? I've been on the go all morning, and I feel I've achieved nothing.

15 : 30 The first senate of the year, to set up committee membership. I am appointed to the arts centre committee, not, I suspect, to the unalloyed joy of every member of the senate. Will it be another year of building fences in order to sit on them? Perhaps not, with 18 new members.

16 : 30 The first-ever joint meeting of senate and council, to nominate to the court a new chancellor. Unanimous. Not even a breath of controversy. Yet.

20 : 00 The TV adaptation of Ayckbourn's *Norman Conquests* on ATV. Tom Conti still playing the smart-assed Cambridge undergraduate. Penelope Keith reminds me of my mother.

Thursday

09.00. Another whole morning shot trying to sort out residence problems. Some departments are still admitting!

14.00. Planning meeting for the television workshop, to discuss my rather hasty, hazy outline for the weekend. Seems to meet general approval.

15.30. A chance to do a little reading. Knock on the door. Phone rings. Then the other phone. Cut my throat.

19.00. Messiah from scratch, annual kick-off to our musical year, with a chorus of about 200. Good sing, but my vocal chords going into paralysis (rigor mortis?) by Part 3.

23.00. To Stratford to pick up the pieces of a fouled-up screening of *Metropolis* the week before, which they want to see for a forthcoming production in the studio theatre. Still knocked out by parts of it, but find it incredibly slow tonight. Good to see it again on the big screen, though. Television, the great miniaturizer.

Friday

09.00. Both secretaries are appealing their grading this morning, which will take a large hunk out of the day, but both go well, so a subdued optimism rises. Between them, a film programming meeting to sort out suggestions and themes for next term (NEXT term?).

14.30 To the college of education, for a merger meeting, to decide how to organize things audio-visual should the college become our faculty of education.

17.45 Back in the office, to get the bad news from this morning's appeals. Fortunately the girls have gone, so gloom is forestalled until Monday.

Peter Bowen

The author is director of the Audio-Visual Centre at Warwick University.

Hidden flaws in Bakke test case

Steven Muller

Throughout American higher education all conversation these days turns sooner or later to the Bakke case which is before the United States Supreme Court for decision during the current term. Bakke is a white man who brought a suit against the University of California, invoking the equal protection of the laws clause of the Fourteenth Amendment of the Constitution.

He had been rejected for admission to the university's medical school on the campus at Davis, despite the fact that his record was superior to the records of black applicants who were accepted to fill 16 places in the entering medical school class set aside for members of racial minorities.

The California State Superior Court found the university's "special admissions" programme to be unconstitutional because it used race arbitrarily and unfairly. The university appealed. The lower court judgment was upheld by the State Supreme Court of California, and the university then appealed to the Supreme Court of the United States.

The fundamental issue appears to be quite clear. Having firmly established in recent years that discrimination against citizens of minority race does violate the Constitution, the Court now faces the question whether the Constitution permits discrimination on their behalf. Powerful arguments have been made that racial injustice in the United States is so deeply rooted in history and in society that equal opportunity for minority races is possible—at least for some time—only by the application of corrective remedies. These are called affirmative action by some, reverse discrimination by others. Most of the discussion of the Bakke case addresses this fundamental issue.

But the Bakke case is not as clear as it might be. For higher education, it involves issues other *than race, and it is questionable* whether the Supreme Court will in its opinion squarely address the fundamental issue. Even more questionable is the potential impact of a major and full decision on race relations in America.

As a test case, Bakke has at least two significant flaws. While the California State Superior Court ruled the university's admissions procedure unconstitutional, it did not—as it might have—order Bakke admitted to the medical school. Bakke appears as an applicant of marginal quality, although the fact that his aptitude scores and academic record are superior to those of admitted black applicants is not in dispute.

What is uncertain, however, is whether Bakke would have been admitted had there been no preferential admissions programme for blacks at all, and also whether white applicants were admitted with test scores and academic records lower than his. These questions were asked by the State Supreme Court of California when it heard the appeal, but the university declined to show whether or not Bakke would have been admitted had there been no special minority programme. On that basis the California State Supreme Court then ordered Bakke's admission, which is pending while the case is before the nation's highest court.

The other flaw is the university's decision to reserve the fixed number of 16 places for minority applicants, whose qualifications were reviewed by a special admissions committee. Selective admissions procedures are a traditional prerogative of American universities. Had no fixed number of places been set aside, Bakke might not have sued, or the California *State Superior Court* decision might have been different.

What is uncertain is whether the lower court's finding that the university's admissions procedure used race arbitrarily and unfairly was based on the existence of any programme of preferential admission for blacks at all; or more narrowly on the existence of a fixed number of places, decided upon before consideration of the minority applicants, whose records were only then reviewed to fill the 16 places.

Of course the issue of preferential treatment based on race is crucial. It is as crucial for higher education as for any other sector of American society. It arouses emotions and tempers in higher education as strongly as in others. But for American universities, several subsidiary issues are involved due to the special ambiguities of the Bakke case.

These issues are so serious and so delicate that many people in the universities hope that the United States Supreme Court will render the most narrowly restricted verdict possible. In a nation for which the meaning of the law is defined by judicial decisions, and in which the Supreme Court has the last word, every sentence of the opinion in the Bakke case will be read with anxious care.

One serious and delicate issue for higher education is that Bakke's case rests in part on his aptitude test scores and academic record. If the Supreme Court sustains Bakke, will the opinion state or imply that equal protection of the laws demands that only test scores and academic grades should determine qualifications for admission? Any such statement or implication would in effect destroy the admissions procedures used in most American *institutions* of higher education.

While these procedures presently take test scores and prior academic performance very much into account, they also are based on a whole array of other considerations. The right to select its students by its own best judgment has become established as a fundamental—and hitherto inviolable—right of the American university. Of course the university may not violate the American constitution in the exercise of that right, but as yet little restraint has been placed by the Constitution upon university rights to select students. A few words in the opinion which the Supreme Court will render in the Bakke case might change that.

By the same token, if the court sustains Bakke, will its opinion state or imply that any kind of preferential admissions treatment of minority applicants violates the rights to equal protection of the laws of white applicants? If so, many American universities besides the University of California would have to abandon preferential practices only recently adopted, and the number of non-white students on many predominantly white campuses would be substantially reduced. All the attempts in higher education to redress past and persisting racial injustice by remedial actions would be disallowed.

More than that, almost any admissions decision might have to be proven in the courts as colourblind, in an endless succession of legal proceedings. In view of the present diversity of admissions criteria in use by American universities, would, for example, the admission of a black athlete have to be justified on athletic rather than racial grounds? And if race may not influence admissions decisions at all, how long will it be before other criteria such as athletic ability, are challenged as well?

On the other hand, if the Supreme Court reverses the lower court decision and finds for the University of California, will its opinion then explicitly or implicitly endorse numerical quotas as the basis for affirmative action with respect to minority race admissions? That would or might compel universities who have exercised preferential treatment selectively to adopt quotas instead—a step many of them would find objectionable.

What would be the appropriate quota? It is not even clear how the University of California medical school at Davis decided on 16 places out of a medical school class of 100. Would every university have to mirror the racial composition of the nation, or its state or region, in due proportion? What then would happen to the predominantly black universities? If such a principle were applied to race, would it also be extended to sex, and beyond?

Appreciation of the gravity and complexity of these subsidiary issues leads many concerned observers in American higher education to hope for the narrowest possible decision by the Supreme Court. An example of the least disruptive, but by no means most likely, decision would be one that sustains the California Court verdict solely on the grounds that the University of California had been arbitrary and unfair in fixing specifically on the number of 16 places for minority applicants.

A decision on such or similar narrow grounds, will disappoint those on both sides of the argument who wish the Supreme Court to deal fully and finally with the issue of affirmative action—or reverse discrimination—with respect to minority races. But a broad decision either way runs the risk of exacerbating racial tensions and of compounding the many problems of American higher education.

The author is President of Johns Hopkins University, Baltimore, and will be writing a regular column from the United States.

NOTICE BOARD

Chairs

Dr Joseph Mordaunt Crook, reader in architectural history, Bedford College, has been appointed to the Slade chair of fine arts for the academic year 1979-80.

Dr G. T. Best has been appointed to the chair in physics at the New University of Ulster. His most recent appointment was as senior research associate at the Centre for Atmospheric Research at the University of Lowell in Massachusetts.

Dr P. Morton-Williams, professor of sociology at the University of Cape Coast, has been appointed to the chair of sociology and social anthropology at the New University of Ulster.

Dr L. Stuart Bark and Dr Evan Wyn-Jones, readers in the department of chemistry and applied chemistry at the University of Salford, have been promoted to professorships.

Professor Eric Wilson, who previously held a personal professorship in hydraulic engineering in the department of civil engineering at the University of Salford, has been promoted to the chair.

Dr Roy Hill has been appointed to the chair in product management in the National College of Agricultural Engineering, Bedford. During the past 10 years he has been with the management centre, University of Bradford.

Mr R. E. V. Groves, senior lecturer in finance and accounting, University of Birmingham, has been appointed to the Sir Julian Hodge Chair in Accountancy at UWIST, Cardiff.

Dr R. Williams, lecturer in chemistry, University of St Andrews, has been appointed professor and head of the department of chemistry at UWIST, Cardiff.

Mr J. King, lecturer, department of naval architecture, University of Newcastle, has been appointed professor in the department of maritime studies at UWIST, Cardiff, from January 1.

Professor Donald Weir, chairman of the Medical Committee of the Federated Dublin Voluntary Hospitals and St James, has been appointed to the Regius Chair of Physics at Trinity College, Dublin. He succeeds Professor Peter Gatenby, with whom he worked as a junior clinician and research fellow.

Forthcoming events

An exhibition of teaching materials and computer-assisted learning (CAL) systems developed by projects funded by the government-sponsored National Development Programme in Computer Assisted Learning, will be held in Glasgow on November 9 and 10, Coleraine on November 17 and 18 and London on December 7. Free tickets from the Information Officer, NDCPAL, 37-41 Mortimer Street, London, W1N 7RJ.

* * *

"Psychology and Human values", a residential conference, will be held from November 11-13 at the King George VI and Queen Elizabeth Foundation of St Catharine's, Cumberland Lodge, The Great Park, Windsor, Berks, SL4 2HP. Speakers include Dr Stephen Clark, lecturer in ethics, Glasgow University. Further information from the Programme Coordinator, Ruth Horton, at the above address.

* * *

"Microfilm in business", the ninth annual seminar of the Microfilm Association of Great Britain, will be held on November 17 at City University, London, E.C.1. Speakers include Mr Bernard Terry, Central Computer Agency, Civil Service Department and Mr Peter Ashby, Director, Oxford Microform Publications. Further information from the Microfilm Association of Great Britain, 8 High Street, Guildford, Surrey GU2 5AJ.

* * *

"Catalysis: Theory and Practice.", an international symposium, organized in collaboration with the Royal Institute of Chemistry (UK) and the Society of Chemical Industries, is being held at Liverpool Polytechnic on December 1 and 2. The symposium aims to review the state of the art science of catalysis for the benefit of both industrial and academic practitioners. Speakers include: Professor A. Ledwith of the University of Liverpool and Dr A. McKillop of the University of East Anglia. Fee: £24. Further details from Dr P. G. Jones, department of chemistry and biochemistry, Liverpool Polytechnic, Byrom Street, Liverpool.

* * *

"Tribology—what has it to offer?" a one-day meeting being held by the department of mechanical marine and production engineering in conjunction with the Engineering Industry Training Board and Council of Engineering Institutions, on November 23 at Liverpool polytechnic is designed to give draughtsmen, design and maintenance engineers, an introduction to the relevant aspects of tribology which are important to their work. Fee: £35. Further information from Dr G. R. Bremble at the Liverpool Polytechnic.

* * *

"Linguistics for Language Teachers", a three-day course for language teachers in linguistic theory, will be held at the Polytechnic of Central London from November 18, 19, 20. Fee: £5. Applications to Rosanna Pocaterra, Short Course Unit, Polytechnic of Central London, 35 Marylebone Road, London NW1 5LS.

* * *

"The further development of transport studies", an annual regional seminar of the Organization of Teachers of Transport Studies, will be held at Birmingham Polytechnic on December 2. The seminar will consider what action should now be taken following the paper "The Teaching of Transport Studies" that arose out of the annual residential conference of 1976. Further information from Mr J. Hibbs, City of Birmingham Polytechnic, department of business and management studies, Aston Street, Birmingham B4 7HA.

* * *

"Objections to Objectives" a talk by Andrew Northedge of the Institute of Educational Technology, Open University, organized by the Society for Research into Higher Education, will be held at the Polytechnic of North London in the Committee Room, Holloway Road, on October 26 at 3.45 pm.

* * *

Pergamon Press is holding an exhibition of their scientific and technical books and journals covering life sciences, medicine, physical sciences, engineering, material, social and behavioural sciences at Brunel University Library, Kingston Lane, Uxbridge on October 27-28. A similar exhibition will be held from January 25-26 at the Warwick University Library.

* * *

"Forster, Maugham and Isherwood: three approaches to a moral problem" by Francis King is the first lecture in a series on "Literature and Morality" being given at the New University of Ulster on October 25.

Appointments

Universities

London

Dr John Treasure, group chairman of the J. Walter Thompson Company has been appointed dean of The City University Business School.

Leeds

Lecturers: M. J. Carroll (dental surgery); D. McGhie and K. L. Powell (microbiology); B. B. Seedhom and A. W. Bullen (medicine); P. E. Tinlos (history); G. E. Andrews and B. M. Gibbs (fuel and combustion science); P. J. Lyndon (surgery); J. C. H. Stillwell (geography); R. T. Walker (restorative dentistry); E. M. Whitaker (physiology); M. T. Southwell (politics). Lecturers—fixed term appointments: B. Mathias, B. Durston (education); C. J. Arnold (archaeology); I. T. Campbell (anaesthesia); J. A. Downie, J. S. Gouws, R. Zim and J. Dales (English); J. P. Kelly (surgery); A. F. Mason (theology and religious studies); J. Neil (German); M. J. Armstrong (plans sciences); S. J. Watt (medicine); I. Hutchinson, W. J. O'Connor and N. E. Cameron (physiology); A. C. Parrott (psychology); D. N. Redstone (semitic studies); M. A. Riff (history). Research fellows: D. W. Banner, P. Y. Key, W. D. Mercer (biophysics); Jackie Bould (psychology); M. A. Cherian (fuel and combustion science); A. W. M. Hay (animal physiology and nutrition); R. L. Mackett and L. G. Willumsen (transport studies); D. J. Willis (metallurgy); J. Johnson (education); R. G. Abdel-Gayed (mechanical engineering); E. Gilbert (ceramics); P. C. Gregory (anaesthesia); P. R. Jorden and B. J. McNulty (physics); M. Mortimer (chemistry); N. H. Mann (genetics); M. J. Swaby (cardiovascular studies); V. M. Virrankiski-Castrodeza (genetics). Senior visiting fellow: K. Kawabata (Cookridge Radiation Centre). Simon Marks Fellow: D. Arthur (textile industries). Clinical sub-dean in the Eastern District of Leeds: S. E. W. Smith.

UWIST

Promotion to reader: A. Brown (mechanical engineering and engineering production). Lecturers: D .W. Bowker (applied biology); S. Hill (applied economics); P. M. May (chemistry); J. Moir (town planning); M. W. Pendlebury (business administration and accountancy); D. G. Powles (law); A. R. Rowlands (physics, electronics and electrical engineering); T. Wigham (applied biology). Temporary lecturers: G. E. H. Hughes, C. C. Norris (English); C. S. Lalwani, P. B. Marlow (maritime studies).

Colleges

St Martins, Lancaster

Librarian: Jean Stearns, formerly chief librarian of the Northumberland College of Education, Ponteland. She replaces Hilda Stoddard who has become librarian at Chester College.

Polytechnics

Hatfield

Chairman: W. A. Hill. Vice-chairman: Thomas Mercer.

General

David Carter has been appointed chairman of the Technician Education Council's new Committee for Art and Design.

John Van Gigch, professor in operations and systems management at the school of business and public administration, California State University, Sacramento, has joined the teaching staff at the Anglican Regional Management Centre.

Grants

Birmingham

Geological sciences—Professor D. H. Griffiths and P. F. Barker; £178,738 from NERC for Marine geological and geophysical investigation in the Scotia Arc and Weddell Sea.

Zoology and comparative physiology—Professor J. Llewellyn; £11,706 from SRC for ultrastructure investigation of mechanics of attachment of larval monogeneans.

Mechanical engineering—Dr H. Kaliszer; £15,000 from A. A. Jones and Shipman for precision grinding machine development.

Medicine—Dr P. Cummins; £21,196 from The British Heart Foundation for the biochemical and immunological role of myofibrillar contractile and regulatory protein polymorphs of the human myocardium.

Local government studies—£11,017 from The Department of Environment for Berkshire information needs study.

Geological sciences—Dr J. Tarney; £34,551 from the NERC for the geochemistry of mesozoic tertiary igneous rocks of the Antarctic peninsula.

Mechanical engineering—Dr C. J. Hooke; £16,679 from the Ministry of Defence for MS propulsion, design of slow-speed motors.

OU programmes November 5 to 11

Sunday November 6

BBC 2
9.55 General Assembly
10.55 • The first years of life: All Yours (P911: prog 2).

RADIO 4 (VHF)
9.30 Preparing for S100 (Science foundation course)
10.00 Open University Announcements/Music Fill
10.10 • The pre-school child: Naughty Things (P912: prog 2).

Thursday November 10

BBC 2
17.35 Open Forum—23
18.35 The pre-school child: All in a Day's Work (P912: prog 2).

Friday November 11

RADIO 3
18.10 Preparing for T100 (Technology foundation course)
18.40 • Preparing for S100 (Science foundation course)
19.10 The first years of life: Down in the Dumps (P911: prog 2).

TALACRE
SCHOOL FILM
Parts 1 & 2 B/W 1976

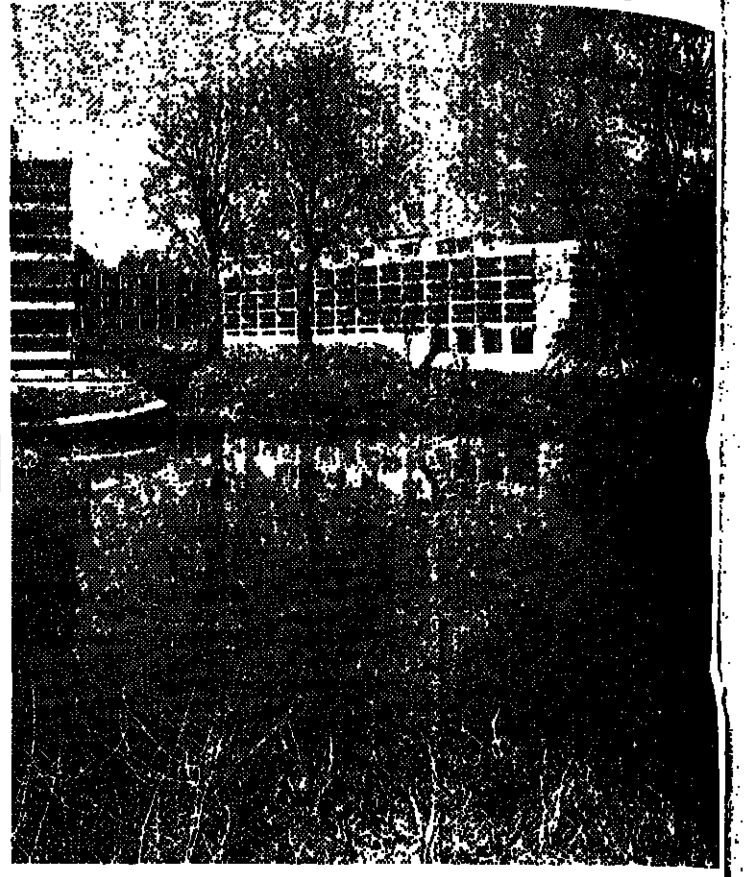
Made by George King, the film records the process of establishing an experimental "school" for young people who have rejected other forms of education.

Part 1 talks to parents, teachers, heads, police, kids and social work agencies (55 mins.). Part 2 shows two days in the life of the school (35 mins.). Can be shown separately.

Produced by the British Film Institute, and bookable through the BFI Distribution Library, 81 Dean Street, London W.1. 01-437 4355.

Noticeboard is compiled by Patricia Santinelli and Mila Goldie

Three paths to theory and teaching technique



Wolfson College, Oxford

Last year, Wolfson, the largest of five postgraduate colleges at Oxford University, held a special course designed to prepare some of its 300 students for a possible career in higher education.

The course, funded partly by the college and partly by the Nuffield Foundation's Small Grants Scheme for Undergraduate Teaching, was divided into three parts: a main course, an optional set of practical exercises and a small discussion group.

This division was an attempt to deal with the variety of interests, experience and career prospects of participants. It also reflected the organizers' belief that teacher training at any level should aim not only to provide coaching in technique but to develop a theoretical awareness of issues in education as well as personal sensitivity to the nature of the teacher-learner relationship.

The main course was attended by about 30 members of the college and consisted mainly of weekly talks by invited speakers on aspects of teaching and learning in higher education. It emphasized the exploration of theoretical issues, in the expectation that this would be the most useful preparation for those as yet undecided about a career.

The practical exercises dealt with technique, whilst the small discussion group session designed to begin after the main course was finished and follow up at greater depth some of the topics raised in it, concentrated on questions of personal sensitivity.

However since the practical exercises were optional and the small group only catered for a minority, the main course also included features which partially dealt with these aspects. Thus two of the main course's speakers dealt with teaching techniques, and participants were asked to draw throughout on their personal educational experience and on their experience of the course itself. To help them do this, formality was reduced to a minimum, free discussion sessions included in the programme, and the group broken up from time to time into smaller units to enable easier exchange of views.

In addition members were encouraged to make many of the course planning decisions themselves and as far as possible little direction was given. This was partly in the hope that the devolution of responsibility would increase members' involvement but also because the organizers were uncertain of the best way to deal with a group of this kind. They thought that intelligent and capable graduates would be able and willing to take over part of the running of the course, to satisfy their own particular needs.

Reactions to the main course varied widely, but it is clear that it succeeded in stimulating discussion about theoretical issues. However, those who had expected more practical guidance were disappointed with this predominantly theoretical emphasis and the two sessions devoted to teaching methods were among the most favourably received.

The course's exploratory and experimental character and the organizers' non-directive approach seemed to make unusual demands on participants, even to appear threatening; indeed some felt they were being experimented on instead of participating in a joint experiment. There was also general feeling that much more could have been achieved had more explicit direction been provided by the organizers. The free discussions, and collective decision-making, were seen mainly as frustrating, and lack of firm chairmanship was blamed for halting or wandering discussions.

Practical exercises and the small group sessions were more unequivocally successful. Those attending the first, delivered six minute lectures which were videotaped and played back for discussion. The second, also made use of tapes by studying in depth video material from the Small Group Teaching Project of the University of East Anglia. This was followed by observation of real teaching, when members contributed criticial reports on lectures and classes that they had attended.

Because of its more intimate atmosphere, the small group's members were able to talk more openly and seriously than in the main course. They also showed greater initiative, since their proposals could be more easily and rapidly put into effect.

The organizers had their own problems, arising mainly from the innovative character of the project, and a consequent polarization of views, exacerbated by resistance from some members of the college, including participants, to the course's more unusual aspects. But on the whole the design and aims of the course, especially its three-part structure, were felt to have been right.

The main mistake was to overestimate the capacity for initiative of the main course members. They were an intelligent and sophisticated group, but had given little thought on the whole to fundamental issues in education, and their natural inclination in academic matters was, like that of most graduate students, towards conformism. As they themselves recognized, a much more firmly directive approach was required from the organizers, and a clearer and more forceful statement of the course's principles and objectives.

Sonya Caston

Sally Lloyd-Bostock

David Robey

The authors are all at Wolfson College, Oxford.

BRIEFING

Oakes committee on finance and management of public sector higher education

The money goes round and round

The first paper prepared by the Department of Education and Science for the committee made it clear that radical solutions were unlikely to result. The paper said that the binary system should remain and that the current relationships between local and national government should stay the same.

In theory, the committee has three main options.

- It can advocate a "localist" solution, handing over advanced further education to local authorities who would fund their own institutions directly.
- It can adopt a "centralist" scheme which would give central government much more power than at present through an institution such as a polytechnic grants committee which would receive a direct grant fromthe government and determine how it should be spent.
- It can choose a "mixed" system somewhere between the two.

The first is favoured by some local authorities. The Association of Metropolitan Authorities presented a paper arguing for a recoupment scheme under which authorities would be compensated for educating students from other authorities. Non-advanced further education is currently financed by a similiar system.

Recoupment, which was also supported by the National Union of Students in its submission to the committee, would end the distinction between the financing of advanced and non-advanced further education. However, there is dissension among authorities about recoupment and the AMA's original proposals were withdrawn.

At the other extreme is the option of highly centralised control, which is supported by some of those in polytechnics who find local authority control irksome.

But neither of these options is a serious starter with the majority of the committee. The local authorities are steadfastly opposed to the second and the DES to recoupment. Given the deep divisions in the committee much the likeliest option is a mixture of localist and centralist elements.

This solution many of the committee feel would be a fair compromise although the DES is also thought to be mooting a scheme involving a flow of finance through the department and regional bodies.

The real arguments in the committee have centred on two basic models. Under the first an individual local authority would contribute from its own resources a stipulated amount, say 25 per cent of the cost of advanced further education at the institution it maintains, coupled with a direct government grant of 75 per cent channelled through a national body.

Under the second, the local authority would make a similar contribution while the remainder of the money would come from a modified higher education pool with all the money being considered in the assessment of the rate support grant.

The local authorities oppose the first which would give central government a bigger say. There is also a dispute about the proportion of cash the local authorities should be asked to raise. Certainly they will want it to be less than the 25 per cent theoretical figure used in the discussion papers.

Polytechnic directors are also concerned that this figure should not be too large.

It is now almost certain that some kind of national planning body outside the DES will be set up though its functions, degree of executive responsibility and membership are undecided.

It could be merely advisory, with a relatively minor role or it could have a direct grant from the Government at its disposal. The working party of the committee which recommended a national body suggested that it should analyse supply and demand in the maintained sector, allocate funds for running costs, and control capital expenditure as well as advising the Secretary of State.

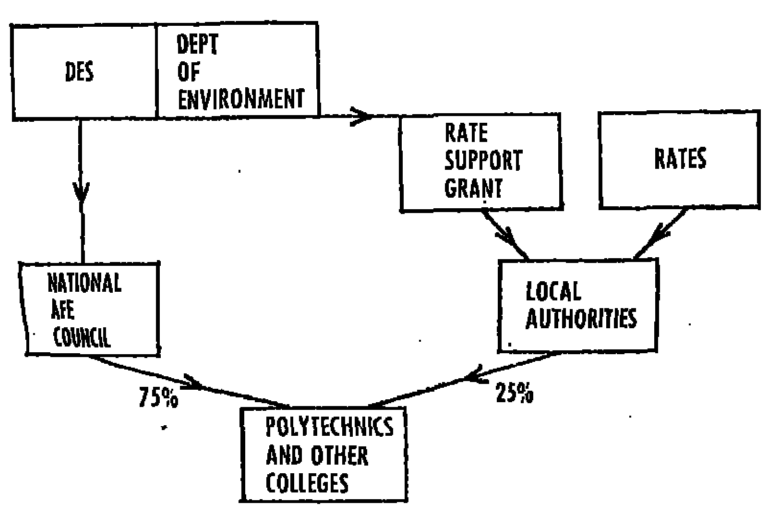
However, the working party did not favour a polytechnic grants committee which was very similar to the University Grants Committee. The participation of local authorities would, it said, be fundamental.

Whatever happens, the pooling system will not remain as it is.

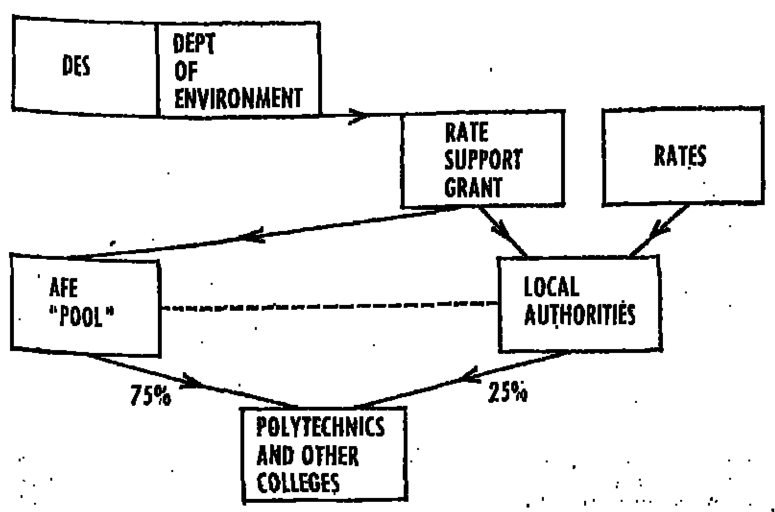
Judith Judd

Mr Gordon Oakes, Minister of State overseeing Higher Education, chairs the committee. His vice-chairman is Sir Philip Rogers, former permanent secretary at the Department of Health and Social Security.

Model 1



Model 2



The system as it stands

The present system of financing advanced further education and teacher training is complex, based firmly on a system of pooling, an arrangement for sharing the costs among the local authorities in England and Wales.

Local authorities put in claims for funds to the pool dependent on the proportion of advanced further education provided in the colleges they fund, then the aggregate cost, which currently totals £400m, is divided among them.

The formula for assessing the size of the claims by individual institutions, which include colleges of further education and technology, is based on the proportion of the staff salary bill spent on providing advanced further education or teacher training. If 60 per cent, for instance, of salaries are paid to lecturers teaching at this level then 60 per cent of the college's net expenditure is "poolable".

In a monotechnic teacher training college or a polytechnic, where inevitably most of the teaching work fulfils the pooling criteria, almost all funds come from the pool. In Britain's 30 polytechnics, which last year cost £250m to run and staff, nearly 85 per cent of funding is from this source, with a further 14 per cent coming from tuition fees and other direct income and only 2 or 3 per cent from the local rates.

With the claims received and totalled an assessment is made of the size of each authority's contribution to the pool. This is based on a formula under which 69 per cent of the total cost is redistributed among local authorities in proportion to their school population and 31 per cent in relation to their non-domestic ratable value.

The burden on small rural authorities with low school rolls is therefore eased at the expense of large urban authorities with a high income from industrial rates and sizable populations. The system also aims to ensure that authorities which have few higher education institutions to fund but a population using facilities in other authorities bear a fair share of the cost.

An authority, could, therefore, put in a total claim to the pool for £5m and then find itself assessed on the formula to make a contribution of £6m. The outstanding £1m would be deducted from its Rate Support Grant settlement.

The system has been criticized for its lack of accountability. It is also an unwieldy process which is too complicated to work efficiently and therefore too time consuming to operate at college, local authority and Department of Education and Science level.

Overall responsibility for the system lies with the pooling committee, headed by Mr William Reid, Accountant-General of the DES. The body, which was set up 10 years ago, has a brief to advise the local authority associations or the Secretary of State for Education and Science, as appropriate, on the workings of the pooling system.

While the Oakes committee is looking at the future financing of advanced further education the pooling system is also under critical review by the Further Education Advisory Team, a body set up by the local authority associations. It has been examining the methods of controlling pooled expenditure under the existing system.

A strange anomaly of the pool, which was set up especially to fund advanced further education, is that students and schoolchildren who do not "belong" to any local authority because, for instance, their parents are working overseas, are financed through the system. Other fringe areas also receive money from this source, something that will almost certainly be changed under any new machinery introduced following the deliberations of the Oakes committee.

The report of the Leyfield committee on local government finance published last year preempted the main discussions of the Oakes committee and was outspokenly critical of the present system of pooled financing. It argued for a "closer and clearer" relationship between what each authority paid into the pool and the benefits received.

It pointed out that this recommendation would be popular with those local authorities without major higher education institutions which have often felt in the past that they were forced to pay through the pool to maintain institutions that brought direct benefit to other areas.

However, while strongly opposing the continuation of the pooling arrangements—they were, it said, "confusing and contrary to the principle of accountability"—the report added that the introduction of specific grants for authorities with higher education institutions would not be an improvement unless accompanied by stringent Government controls.

Interestingly, though, the committee stated its firm belief that academic and administrative staff in local authority-financed colleges would favour the introduction of a national administration in advanced further education modelled on the UGC concept, a proposal that has been steadfastly rejected by the local authority associations and their supporting factions.

Sue Reid

Members of the committee

Secretary of state nominees

Lord Alexander started his career as a research psychologist but spent over 30 years as secretary of the Association of Education Committees. Once described as the most powerful figure in education politics, he lost much of his power after local government was reorganized in 1974. The AEC finally collapsed this year.

Mr John Barnett is principal of the Church of England's biggest college of higher education, Ripon and York St John, which has carried out a successful diversification programme.

Sir Michael Clapham, chairman of the Council for National Academic Awards, has said that people keen on making polytechnics more like universities were pursuing a "mirage".

Dr Harry Kay, vice-chancellor of Exeter University, is a psychology don.

Mr Peter Knight, secretary of the Polytechnic of North London, has just completed a year as chairman of the Committee of Polytechnic Secretaries.

Mr T. G. Mercer, vice chairman of Hatfield Polytechnic's governing body, is managing director of a firm which manufactures measuring instruments.

Dr William Taylor, director of London University's Institute of Education since 1972, has offered advice to the Government on numerous educational matters.

Mr M. G. Venn is a Hounslow councillor and chairman of the standing conference of regional advisory councils for further education. He has been chairing a sub-group of the Oakes committee advocating more power for polytechnic governing bodies.

CLEA nominees

Sir Ashley Bramall, silver-haired barrister and Labour leader of the Inner London Education Authority, is also chairman of the Council of Local Education Authorities.

Mr Kenneth Brooksbank retired this year after nearly a decade as chief education officer of Birmingham.

Mr W. Y. E. Cairns was chairman of Nottinghamshire education committee but has not been to meetings of the Oakes committee since losing his seat in May's elections.

Mrs F. L. Coker, Conservative chairman of the Association of County Councils, spent 14 years as chairman of Essex education committee and three years as chairman of the ACC's own education committee. She is a member of the key Consultative Council of Local Government Finance.

Mr John Horrell, chairman of the education committee of the Association of County Councils, has been chairman of Cambridgeshire since local government reorganization in 1974.

Mr Peter Horton is influential in Labour Party local government circles as chairman of both the education committee of the Association of Metropolitan Authorities and Sheffield education committee.

Mr D. E. A. Jones, a former solicitor, has been chief executive of Gwynedd County Council since local government reorganization in 1974.

Mr Jack Springett, has been chief education officer in Essex since 1965. Before the war, he was a teacher at Christ's Hospital.

Mr G. M. Thornton, a Wirral councillor, leads the Conservative opposition on the education committee of the Association of Metropolitan Authorities.

CDP nominees

Dr Raymond Rickett, is director of Middlesex Polytechnic.

Dr Arthur Suddaby, provost of the City of London Polytechnic, is also chairman of the Committee of Directors of Polytechnics.

NATFHE nominees

Mr Tom Driver, a formidable and leaden-voiced member of the Communist Party, retired recently as general secretary of NATFHE.

Mr Francis Cammaerts, president of the National Association of Teachers in Further and Higher Education is principal of Rolle College, Exmouth, which he recently helped save from closure.

Mr D. B. Edwards is principal of Rotherham Technical College and a very active member of the NATFHE executive in the field of further education.

Dr Peter Knight, senior lecturer at Plymouth Polytechnic and vice-president of the NATFHE, to DPhil in 1971 before becoming secretary of the Science Research Council's chemistry committee.

College Principals' nominee

Mr L. H. Farnsworth, principal of Brighton Technical College and immediate past-president of the Association of Principals of Colleges.

Welsh JEC nominee

Mr David Andrew Davies, secretary of the Welsh Joint Education Committee, took the place of Lord Heycock, former chairman of the WJEC.

Officers and substitutes often take the place of the formal members of the committee.

Ulster counts academic costs as the troubles slowly wane

In the schools and colleges of Ulster they whisper softly that the level of violence might be declining. Perhaps it is a good time to glance at some aspects of how the troubles have affected the development of education in the province.

As far as the New University of Ulster, situated on the north coast, is concerned the end of the troubles cannot come too soon. It was built on a green field site at Coleraine as opposed to the urban site of Magee in Londonderry in the expectation that its residences and lecture rooms would be filled in by students from "across the water". The troubles flared and they have not come.

The university's plans have recently been hit from another direction, too. Coleraine did manage to attract—in contrast to Queen's University, Belfast, the province's senior institution of higher education—a number of students from the Republic of Ireland. Their numbers—reaching almost 10 per cent of the student body—have this year been drastically cut as a result of fee increases decreed by Whitehall. At Coleraine there are empty buildings and staff morale badly needs a fillip to check rumours of departments facing closure.

The troubles have certainly wrought havoc with the planning of student numbers. For example, Queen's has traditionally taken a high proportion of its students from the local area. The troubles have emphasized the tendency. Ulster students now number 95 per cent of the student body.

However, officials in the Department of Education in Northern Ireland manipulate the grants system so as to penalize people opting to go outside the province for their higher education. In addition Ulster students have shown a significant tendency to want to remain at home during the troubles rather than move away.

Both facts add up to a reasonable amount of competition for places at Queen's, although it is probably easier to obtain a place there than at an English university of comparable size.

The official Queen's view of the troubles—developed under the former vice-chancellor Sir Arthur Vick—was of an island of academic calm in a turbulent sea. The formula seemed to work after a few skirmishes in the very early days when students were involved in the People's Democracy movement.

Partly it was a matter of fortune. The university is in a safe part of the city. Partly it was the deliberate policy of keeping academic heads below the parapet. There are some critics of the non-involvement formula, not least among the students, who say it borders on complacency.

The present vice-chancellor, Dr Peter Froggatt, and his colleagues reject this charge. Dr Froggatt, for more than 20 years an academic in the university's faculty of medicine before becoming vice-chancellor, says: "As a corporate institution we have kept completely away from policy statements. We confine ourselves to our realm of competence which is higher education".

He adds *sotto voce* that the university's governing body would be split if there were political discussions; they would bring to the surface underlying tensions.

For all the non-alignment, the troubles have made Queen's more aware of its community responsibility. Of course the university always cooperated with local industry and its go-ahead programme of industrial liaison has firm roots, but it is unlikely that 10 years ago it would have proudly printed a list of the outside bodies using its sports facilities as an example of community service. Dr Froggatt admits: "The troubles have concentrated the mind on this question".

Service to Ulster is the rhetorical note sounded by the province's third major institution of higher education, situated by the shores of Belfast Lough in Newtownabbey, Ulster College, the Northern Ireland Polytechnic. Its director, Mr Derek Birley, a Yorkshireman, has played his cards well and since 1971 when the polytechnic was founded a flourishing institution has been built up. It is, he says, "a thing that caught the imagination of Ulster folk".

The peculiar system of Northern Ireland government, especially during the move to direct rule from Whitehall, has created a number of policy gaps, among them further and higher education. Stormont civil servants admit quite candidly that higher education is too big for them. They rely on the University Grants Committee for the management of the two universities while the polytechnic falls between the stools of the Ulster Department of Education, the Department of Education in London and the Ulster local authorities.

This is the way Mr Birley likes it and he does not want the polytechnic brought under the wing of whatever national committee Mr Oakes's committee see fit to recommend.

Lord Melchett, the young minister responsible for education and health in Ulster told *The THES* that the government had no policy on Ulster higher education, except for moves to reduce the intake into teacher training. The institutions are pretty much allowed to go their own way although the small scale of political life in the province means there is a good deal of face-to-face contact between the three institutions.

Civil servants admit there is some wasteful overlap nonetheless between the polytechnic and the universities' courses. Direct rule certainly has not involved grasping nettles.

A recent move announced by Lord Melchett will have an impact on higher education. In June he put in motion a gradual process of moving towards a more comprehensive scheme of secondary education in the province.

The eleven-plus examination is to go and some inroads are to be made in the powerful and deeply entrenched selective grammar schools. Staff at Queen's University are not altogether happy with a threat to the grammar schools; the phrase "decline in standards" springs readily to their lips.

The keynote of this *tour d'horizon* is the optimism exuded by academics in Ulster. Coleraine has short-term problems, but the province expects the population of 18-year-olds to rise until the mid-1980s but then to decline less than in the rest of the United Kingdom. In other words the universities ought to benefit from there being more 18-year-olds as a proportion of the population in Ulster.

Street violence: "disrupts student numbers"

Money is another area where there seems to be less anxiety than across the water. The universities have taken cuts, certainly, but the polytechnic's expansion has hardly been checked.

Of course there are clouds on the horizon. Would a resurgent Ulster nationalism look askance at the very high proportion of Englishmen among senior academics? Conversely can Ulster's higher education institutions continue to avoid a narrow parochialism deprived as they are of students from the rest of the United Kingdom and from abroad? Meanwhile the troubles are far from over and bombs and rifle fire still disrupt the calm atmosphere in which academic life thrives.

David Walker

How the great physics degree mystery was unravelled

The mysterious processes by which physics departments classify their honours degree students have been clarified by a new study of 47 universities and polytechnics. It shows that traditional final examinations, of a form that has hardly changed in 50 years, are still the dominant method of assessment.

With a Nuffield Foundation grant, Professor N. Thompson, Emeritus professor of physics at Bristol University, interviewed those responsible for student assessment in physics departments at 42 universities and five polytechnics. These represent three-quarters of departments offering honours degrees in single subject physics.

In all but two places, an examiners' meeting derives the final class list from a list of candidates in order of merit, determined by a single number, the "total mark".

The latter is obtained by adding up a number of partial marks, which fall into four main groups: traditional written examinations set at the end of the last undergraduate year—finals; final year laboratory work; course work assessed during the final year; and a mark representing performance during previous years.

Before they are added together, each partial mark is multiplied by an agreed weighting factor according to its importance. (In the two exceptional departments part of the assessment is on the alpha, beta, gamma principle rather than numerical marks.)

Finals are the most important element. Their weighting varies from 35 to 85 per cent, with a mean of about 60 per cent.

The mark carried forward from previous years' work is dominated even more by written exams, and, making allowance for this, Professor Thompson found that written examinations as a whole carry an average weight of nearly 75 per cent.

Most papers are of the conventional type, typically lasting three hours and calling for answers to four out of eight questions. Often the paper is sectionalized and further restrictions are imposed on candidates' choice of questions.

Many departments commonly frame questions in two or three separate but related parts, with the first part easy and the last relatively difficult. This was usually an established tradition, to enable weaker candidates to make a start somewhere, to make the exam more discriminating at the lower end of the ability range, and so on. An alternative method is to put one or two deliberately easy questions on each paper—a component known as "gravy" in one department.

"Enquiries about the reason for the traditional format of the examination usually produced just that answer—it was traditional", Professor Thompson reports.

Departures from the conventional pattern are very rare: one or two multiple choice papers, and two or three "open book" exams, where reasonable quantities of reference materials can be used. Several other departments tried the latter once and "dropped it quickly, either because the students did not like it or because it was 'too difficult'—presumably for the students but possibly also for the staff".

Attempted compromise

One attempt to compromise by permitting students to bring in their own summary of the course, limited to two sides of A4 paper, "is reported to have produced mainly a development of the art of microscopic writing", Professor Thompson notes.

The vast majority of papers refer directly to the subject-matter of one or more specified lecture courses. Half the institutions set no general papers at all; in the others between 10 and 35 per cent of written papers are general.

The professor found that papers (other than general papers) were prepared in the same way at all the institutions he visited except Oxbridge, where the whole examination is carried out by an ad hoc group of examiners recruited from the staff.

Everywhere else the first draft of each paper is prepared by the lecturer who gave the course covered in it. This is scrutinized by at least one other person, but the vetting procedure varies enormously from place to place. At one extreme the head of department "looks at" the drafts; at the other they are discussed by a committee of 10 meeting once a week for a term. In between lie a complex variety of administrative schemes.

"There appears to be a tendency in most universities to move slowly towards more elaborate and more thorough procedures, but the less conscientious departments lag a long way behind the leaders", Professor Thompson reports.

"In one department which takes this task very seriously it was remarked that about three-quarters of all first drafts are modified in some way before the final version is produced; in some cases the amendments are fairly trivial, but in others the whole question is rejected as being unsuitable and a substitute requested. In only one place was any objection raised to the kind of thorough scrutinizing described above on grounds of security."

What do these vetting panels look for? Everyone fusses about commas and semi-colons, capital letters and grammatical mistakes; they correct abiguities and errors in the physics—when detected. Some departments call for outline model answers to be submitted along with the draft questions, but "the response is usually less than enthusiastic".

Most places claim to assess the "fairness" or "difficulty" of questions and some look at the "balance" of the paper or, more rarely, the whole exam. Very few make a serious attempt to establish the length of time a candidate will need to produce an acceptable answer.

"To do this there is no better method than to have a member of the vetting panel sit down and answer the question without looking at the model answer. Almost nowhere is this done. Nobody attempts to monitor the nature of the skills needed to answer the question except by guesswork" Professor Thompson says.

Shrouded in obscurity

"Only the question setter knows for certain whether a particular item calls for parrot reproduction of lecture course material or the application of basic principles to a quite unfamiliar problem, or something in between; and he is not usually called upon to convey this information to the vetting panel".

Professor Thompson notes that scripts are almost always marked by the lecturer who set the questions, which "helps to keep the matter shrouded in obscurity".

The general papers, not relating to specific lecture courses, vary greatly in character. Sometimes there are problems, sometimes essays on topics within physics or outside it.

Marks, especially in the problem papers, tend to be very poor on average compared to the rest of the examination, but they are usually highly dispersed and do not correlate well with the results of other written papers. "Surprisingly, this latter fact was quoted by one or two departments as the reason why they had abandoned the practice of setting general papers", Professor Thompson remarks.

Laboratory work—usually including a project—carries a weighting between 10 and 30 per cent. Average marks tend to be high, because of a reluctance to fail anyone except for gross neglect, and the spread is low because of a reluctance to give very high marks except for the rare outstanding experimentalist.

Therefore practical work actually carries much less importance than its nominal weighting would indicate. This is clearly to the benefit of weaker candidates, who may be rescued from total failure by a modest laboratory mark.

Course work carries no numerical weight in two-thirds of the departments. In the remainder the average weighting is only 5 per cent.

Faced with a list of candidates in order of total mark, the examiners have the task of drawing class boundaries. Expressed as percentages, these are about the same in all institutions: 70, 60, 50 and 40 per cent for the divisions between I, IIa, IIb, III and Pass.

All candidates who lie close to a boundary are carefully reconsidered. The examiners usually [illegible] at the way the total mark was arrived at, despite the danger of giving a student double credit for an individual high mark and of departing from agreed weighting factors—and assess other evidence; for example viva, course work and opinions of tutors and laboratory demonstrators.

The discussion of individual cases is often protracted and always sympathetic, Professor Thompson notes, and in the end justice is probably done.

The failing of the present system, he believes, is not so much that it is unfair but that it does not give the maximum educational benefit. "The emphasis of the whole assessment process is at present towards finding out what the student knows rather than what he can *do*."

Individual copies of the report may be obtained from Professor Thompson at the department of physics, Bristol University. A summary was published in the September *Physics Bulletin*.

Clive Cookson

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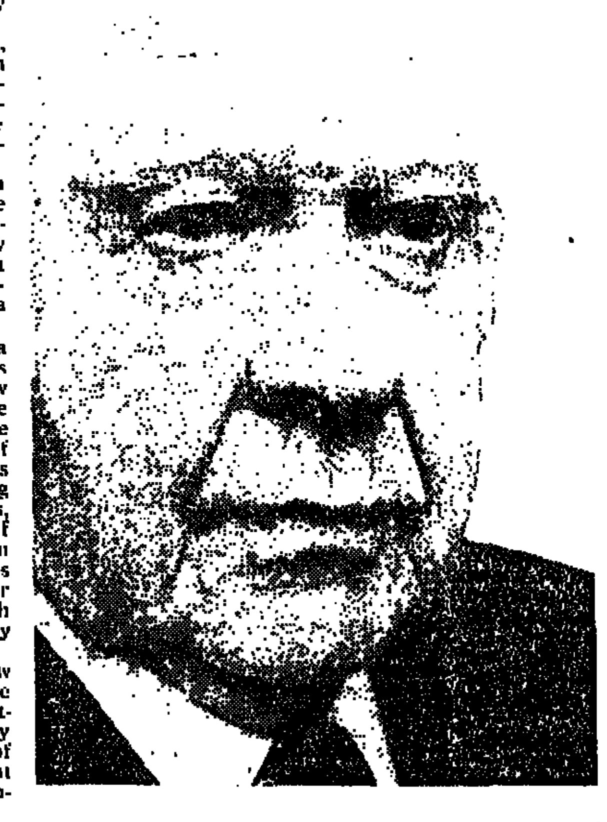
14 years later the Robbins faith remains unshaken

The expansion of the universities ushered in by the Robbins report 14 years ago is drawing slowly to a close and with it, perhaps, an age of optimism for higher education. In an attempt to evaluate the achievements and failures of the past two decades, The THES will publish over the next two months a series of interviews with those who guided the development of higher education in those years. This week Peter Scott talks to Lord Robbins



Lord Robbins's verdict on what has gone wrong with higher education since his famous report 14 years ago is summed up not in words but in a gesture of his hands. He raises them silently but expressively to form two blinkers for his eyes.

For Lord Robbins, staunch liberal economist and equally staunch LSE man whose name will always be associated with the expansion of higher education in the 1960s, the enemy is specialization, particularly of undergraduate degrees.

"Most people who talk about, and criticize, our recommendation that universities should be expanded fail to remember our fundamental qualification: that there should also be more general undergraduate degrees", he said.

He added: "Instead, I have been extremely disappointed that there have been more and more specialized first degrees. The university machine seems to aim to turn out dons, to produce dons. This over-specialization has spread like a plague in my time."

"My time" is more than half a century. Lionel Robbins began his academic career as a don at New College, Oxford, in 1924, when he was 26, and he still lectures twice a week at the London School of Economics, so few can share his long perspective in the changing patterns of academic life. This, together with his chairmanship of the Committee on Higher Education between 1961 and 1964, makes his claim to be the doyen of higher educationists unassailable—although it is a role he has always modestly declined to play.

"Take economics, which I know about", he said. "Economists are trained to be experts in econometrics or economic analysis. Yet they remain more or less ignorant of political science, or the great pivotal tides of history, or of philosophy and scientific methods."

"This is bad for two reasons. First, the work of the world is not done by people with first-class degrees in specialized subjects but by the good seconds. The target for curricula should always be the good second. The first is a gift of God. Specialization should be left to the graduate school where standards of admission should be very fierce."

He added: "The evil is not merely in loading minds at a most sensitive age with a great deal of information that is not relevant to the conduct of life. It is that boys and girls have to choose at the age of 14 to become humanists or scientists. This does not happen in another country in Europe and is utterly disgraceful."

Lord Robbins has no doubt who the culprits are: they are the senior teachers "who seem to gain emotional compensation from having a flourishing honours school". He argues that part of the reason for the relative failure of joint and general degrees is that students know that their teachers are not so interested and that as a result will not be so well looked after.

"None of this is so true north of the Border," he added. "My utopia is the Scottish system, which is a model of the general first degree. It is interesting that it is the Scottish rather than the English model that has been copied overseas."

Yet Lord Robbins looks back in the past 14 years with satisfaction not rancour. He has few other regrets about the expansion of higher education in the last 20 years with which his name will always be associated. He is modest about his role as chairman of the most important Government enquiry into the universities since the great commissions of the nineteenth century. But he is unrepentant in the face of his critics, which at the time included a large section of academic opinion and even *The Times* ("which rebuked us with the solemnity it has since discarded").

On the contrary he admitted: "I was not surprised when the demand exceeded our estimates. It was all a consequence of the Butler Act and the improvements in secondary education. My apologia is simple. If we had kept numbers down this would have raised standards and kept out people who previously would have been admitted."

In any case Lord Robbins believes that it is better to admit rather too many students than too few. We should ride the necessary process of selection with a rather loose rein. "I nearly refused admission to a man who has become one of the best economists in the United States and is now one of my closest friends", he added.

Nor does he accept the criticism that his committee was wrong to recommend the establishment of yet more new universities rather than the expansion of the existing ones. First, he explained, this recommendation was made on the basis of inadequate information: all the universities had told the committee that they could not possibly expand but when the Government adopted a policy of expansion they decided they could after all.

But second and clearly a much more fundamental consideration in his eyes was their belief that size had a dehumanizing effect. In his conversation he constantly returns to the LSE in the years between the wars, a much smaller and more cohesive community, his own academic elysium. His committee felt, and still he feels, that the larger an institution the more difficult it becomes to initiate students into a humane society and for staff to establish that intercommunion that is necessary for intellectual progress.

"I envy the new universities that have not got their full complement", he said. "A lot of concentration on organization is necessary to remedy the problems that arise from size. I am a great believer in a quasi-collegiate system although it is clearly impossible to create new Oxfords and Cambridges in the twentieth century."

However, he does regret the Government's decision to establish the polytechnics and divide higher education in two with the binary line. "We preferred to think of higher education as a spectrum in which advanced further education colleges could be fattened up and moved into the autonomous university sector as their performance indicated and the need arose."

He added that the committee had believed the colleges of education, too, should have been associated with universities in federal arrangements. "We were so struck by the contrast between the pedagogical institutes in Russia full of strapping young men and women convinced that they were doing the best possible thing in the world and the colleges of education here which, although they were often offering better general education than universities, seemed to apologize for their existence."

He is not happy with the philosophy of the binary system. It had created two different worlds. He could well understand the defensiveness of the polytechnics. They might be paid as well but they were not regarded as well as the universities. On the other hand, he could also understand those in the DES who argued that the universities had failed to provide general enough undergraduate courses and that the polytechnics might do better.

Yet Lord Robbins is far from gloomy about either the experience of higher education in the past 10 years or its prospects in the next 10. Indeed his views are significantly more rosy than the authorised version and run the clear risk of being branded as heresy by the Association of University Teachers.

For example, he believes that it would not be an utter disaster if the staff/student ratio deteriorated from 10 to one to 14 or 15 to one. He pointed out that at its peak in the 1930s the LSE had a much less favourable staff student ratio. "I don't underestimate the frightful headaches it would cause but it would not be the end of the world."

Fourteen years after the publication of his famous report Lord Robbins remains, at 78, very much the same man. Like his report he remains conservative in his assumptions about what higher education is for but liberal and even progressive in his belief that its civilizing influence should be shared as widely as possible.

His faith that expansion, the one thing above all for which his report will be remembered, was right is unshaken: "I remember Tawney saying to me on his return from America: 'You cannot exaggerate the extent to which the United States has benefited from the fact that so many of its people have had at least a smell of a university'."

It is a remark that remains fresh in his memory after a generation. It sums up better perhaps than the many volumes of the Robbins report his enduring faith in the expansion of higher education, not as an ideological or technocratic instrument, but a humane principle.

A London Theatre-in-Education production

Theatre-in-education brings jobs to Doncaster

Two students from Doncaster Metropolitan Institute of Higher Education have just won approval for a job creation project which will take theatre into the community.

Miss Margaret Hulson, aged 23, and Mr Ian Crossley, aged 26, dreamed of a scheme which would employ some of the teachers leaving their college faced with the prospect of the dole queue, and at the same time bring some benefit to Doncaster. Last year they began writing to the Arts Council, the Gulbenkian foundation and any other body they could think of in the hope of persuading them to sponsor the project.

They finally succeeded in winning the support of the Manpower Services Commission after Mr Lindon Jones, a lecturer at the institute, had agreed to sponsor them.

The plan could not be worked out exactly as they had hoped. Though the project employs two teachers who have just left college, Miss Hulson and Mr Crossley, the rest of the team of seven are not out-of-work teachers.

When the actors' union, Equity, was shown the plans, it insisted that the needs of its out-of-work members must be considered. Three actors have been employed as well as a senior technician and assistant who is a school leaver on day release.

Mr Crossley, who studied art and drama at the institute and Miss Hulson, who studied English and drama, have had to agree that they will confine themselves to teaching. They will not receive Equity membership.

The team is being paid an average of £50 a week each and there is a further £1,000 from the MSC towards costs. Miss Hulson, however, emphasizes that they are very much dependent on the backing given by the college. Their headquarters are in an old school which is now a college annexe and is used by an amateur repertory company at night.

They are part of the department of performing arts within the institute and have access to the well-equipped stage and lighting. The college is also handling all the finances of the operation. Eventually Miss Hulson and Mr Crossley, who are the project's co-directors hope that they will be able to do some theatre-in-education work with students at the college.

In the meantime, they already have several schemes underway. Miss Hulson says: "The aim of the project is simple. We want to bring theatre-in-education to Doncaster." They plan to achieve links with local schools and have held a meeting for teachers to explain their idea. Miss Hulson hopes that teachers will come to them with a proposal for a particular class and they will be able to work out a programme together.

One of their first ventures will be to take a role play game into a group of fourth year students in a comprehensive school every Tuesday afternoon for six weeks. The group has been studying the community and the team will encourage them to act out some of the situations they have discovered. They are also going into a psychiatric hospital in the town to work with some sub-normal adolescents who have a mental age of between one and a half and two years.

Here they will try to teach the group simple movement and games once a week over a period of four months. The adolescents will be filmed at various stages during the four months to see how they have progressed. "We hope through games and drama to be able to do some imaginative work with them", says Miss Hulson. The course will be planned as they go along, according to the needs of each patient.

A third project is based on reading and will be taken into middle schools. Miss Hulson says: "When I was doing my teaching practice I noticed that hardly any of the children had any idea how to use dictionaries." The group have designed a programme which uses a well-known story to encourage children to consult dictionaries. The actors begin to act the story, then there is a "flashback" and the teachers step in with a variety of reading games, including a decoded dictionary which the group has made itself. The programme finishes with the actors taking up the story again.

The response from Doncaster's teachers has encouraged the team. One comprehensive school teacher has asked them to go in to teach his fourth-year class about theatre-in-education so that they in their turn can do similar work with primary school children.

The team has plans for expansion. At the moment they are applying for a grant for a resident playwright to write a play "for Doncaster". The main aim, though, is to ensure that when the job creation project ends in nine months, theatre-in-education in the town will not die. Miss Hulson hopes it will be so well established by then that the local authority will continue the work.

Judith Judd

Jacques Lacan is a French psychoanalyst whose work has in recent years influenced areas of study from film to feminism. John Forrester describes some of the main currents in Lacan's thought, including his demand for a 'return to Freud', and for psychoanalysis to be based on the science of linguistics

Mirror, mirror on the wall, who is truest of them all?

Jacques Lacan

Father: *A good boy doesn't wish that sort of thing, though.*
Hans (aged 4): *But he may THINK it.*
Father: *But that isn't good.*
Hans: *If he thinks it, it IS good all the same, because you can write it for the professor.*
Freud's comment: *Well done, little Hans! I could wish for no better understanding of psychoanalysis from any grown-up.*

In recent years, the quiet problem-solving and clinical tinkerings of psychoanalysts have been enlivened by the innovations of an obscure and arrogant French analyst, Jacques Lacan. In this article I intend to give a brief exposition of some of the ideas that have made Lacan perhaps something more significant than just another heretic from the psychoanalytical orthodoxy.

Lacan has portrayed most of the past 50 years of psychoanalytic research as simply indicating the blind alley down which psychoanalysis would *never* have passed if it had remained true to the discoveries of its founder, Sigmund Freud. In particular, he attacks the hegemony of American psychoanalysts, which was established with the flight of analysis from Central Europe.

Paradoxically, however, he seems to have brought about a situation in France similar to the cultural and financial success of "the shrink" in America immediately after the Second World War. The analyst is now far more conspicuous in French culture than in England, where psychoanalysis has made its presence felt—both theoretically and socially—primarily in the field of child therapy (in particular through the theories of Melanie Klein and Anna Freud).

Lacan, in fact, has become a cultural anti-hero in France. Why is this so? Apart from a severe attitude towards therapeutic promises of hope and freedom—so disconcerting in someone who would appear to be a "man of care"—of great interest in Lacan's work is the novel realignment and foundation that he gives psychoanalysis in its relations to other forms of knowledge. Put simply, Lacan locates psychoanalysis with linguistics, grammar, rhetoric and poetics—that is, with the sciences of signs—rather than with biology, sociology or psychology, the last of which receives almost as much scorn from Lacan as it did from Freud.

The centre of the psychoanalytic concern, he reiterates over and over again, must be language, speech and the position of the speaking subject. Why language? There are two reasons. *Firstly*, psychoanalysis is the "*talking cure*", a science based upon the power of words to effect changes in "things". Secondly, Lacan hopes to reorient psychoanalysis around what he regards as the first of the human sciences to have found solid foundations and explanatory power: linguistics. In this he relies upon the work of Lévi-Strauss and Jakobson, in which language is taken as a privileged model of a system of unconscious laws whose effects we know of as "the data".

The science of linguistics invoked by Lacan was founded upon Saussure's concept of the "sign". The sign has two aspects or sides: the signifier or sound-image (*S*) and the signified or concept (*s*). These are combined in the formula for the sign: *S/s*.

Saussure emphasized two features of this definition of the sign. *First*, the arbitrary relation of *S* to *s*—there is no inherent connexion between the sound represented in writing by "horse" and the concept or image of "horse". Secondly, the linear nature of the signifier, which is unfolded in time, discourse therefore consisting of chains of signifiers.

Lacan stresses the "bar" between *S* and *s* in the formula, representing the resistance of signified to the signifier in the process of signification. Hence there are two relatively separate realms: *the chains of the signifier* and the chains of the signified. The signifiers are bound together into chains by the laws of language, for example the laws of syntax. The two realms therefore form two networks, relations between the signifier and signified being best expressed in terms of the relations of the two networks to one another.

Lacan is thus attacking any notion of language that sees pointing (or "indexing") as the birth of the word. The "naming" of things is not the primary function of the sign. Rather than being primarily informative, Lacan sees language as evocative; a word or sentence is spoken in order to elicit a response, and the response that is wished for is already written into the chain. "I shall show that there is no speech without a reply, even if it is met only with silence, provided that it has an auditor; this is the heart of its function in analysis", he said.

Of course, this has not taken account of the fundamental distinction between speech and language. Speech is what is spoken; language is the system of laws which determine what can be spoken. Both speech and language are intersubjective—that is, they involve a relation between speaking individuals—but in two different senses.

Language is by definition common to all speakers of that language. Speech is intersubjective in the sense that Lacan and Lévi-Strauss wish to emphasize: it consists in an exchange, a gift. This exchange defines the relation between the speaker and the auditor: ". . . speech commits its author by investing the person to whom it is addressed with a new reality as, for example, when by a 'You are my wife', a subject marks himself with the seal of wedlock."

At issue in psychoanalysis is the relation between speech and language. Here Lacan—in company with other French intellectuals who draw upon Saussure's work—emphasizes the passivity of human beings in relation to language. More so than any other human institution, human beings must acquiesce to the forms of language presented to them. This is not to deny the activity of the child in learning his language. But he can come to speak only one language; he has no choice.

'Language is seen as evocative rather than as informative'

And just as speech is a gift to the listener, so is "speech a gift of language". Words are stolen from language. It is in psychoanalysis, where there is a subject and the analyst, that this relation of three—the subject, the other to whom his speech is offered and the Other from whom his speech is received—becomes clearest and most important for Lacan.

The discovery that symptoms are structured like a language was made by Sigmund Freud. In the first psychoanalytic work, *Studies on Hysteria*, Freud described how symptoms are removed when their meaning is put into words, instead of remaining caught up and not understood in the subject's body. A severe facial pain, for example, was removed when the patient recognized the occasion when she felt as if she had received "a slap in the face". The symptom thus has the form of a part of the patient's speech that has fallen out of its proper place and become lodged in the body.

Speech, in failing to be given, has reverted back to being language, a simple and permanent structure. Using the Saussurian schema, the phrase "slap in the face" has fallen to the level of the signified, and the symptom—the very piece of flesh affected—is its signifier.

To Lacan the bar between *S* and *s* represents the resistance to signification: repression. Lacan, however, argues that this falling of the signifier to the level of the signified is what is known as *metaphor*: that is, one word is substituted for another, more expected word. The new signifier—the symptom—is a metaphor. One signifier replaces, or substitutes for, another in the chain.

There is another relation of signifier to signifier, the movement *along* the chain from *S* to *S*¹, known to the literary critic as *metonymy*, in which one attribute stands in for the larger whole to which it belongs. For example, in *War and Peace*, the characteristic: "bare shoulders" repeatedly evokes the Countess Bezuhov.

For Lacan, metonymy constitutes the pressure of desire towards an absent object. The metonymic relation between words constitutes desire by always evoking something "beyond" what is stated as being the "true" (though unsayable) object. Between them, then, the rhetorical figures metaphor and metonymy constitutes the primary relations of the subject to signification: repression and desire.

With desire and its two related concepts, need and demand, Lacan specifies more closely the relation between psychoanalytic practice and theory on the one hand, and analysis' notorious relation with the biological on the other. Human needs, which we might define biologically, for example hunger, become transformed into desire, such as a desire for smoked salmon, through passing through the "defiles of the signifier".

Perhaps this is just another way of stating that human needs are always detached from biology and determined by cultural forms, indeed, that human needs are human only in so far as this occurs. But another consequence of the transformation of needs by the signifying chain is the production of demand.

The other person satisfies needs, but also becomes privileged in so far as he or she can deprive the subject of satisfaction. In consequence, irrespective of the actual state of need, demands are made that this power will *not* be exercised.

Love is thus conceived of as the withholding of the power not to satisfy need. Of course, in reality, the Other does not possess such absolute power; hence the demand for love must always be thwarted since it always looks "beyond" the signs of love that are in fact proffered.

This satisfaction of needs does not, therefore, represent the fulfilment of demand, which has an unconditional element familiar to all who have experienced doomed attempts to find final and absolute signs of love. Demands, because they refer to things not given in biology, are incapable of being met through biology. It is the impossible demand for love that constitutes the primary form of demand, which is both purified and then guaranteed frustration in the analytic situation.

Through this frustration, the signifiers of demand, such as the idea of marrying the analysts' daughter, are forced to the surface—the process of regression. One of the false moves that many analysts make is to mistake and reduce the impossible demands of the subject, expressed perhaps in the phantasy of his birth, to an apparently possible need for such a rebirth, as if the demand for a birth experienced in love rather than in pain could be fulfilled by a pantomimic re-enactment of the "trauma".

Throughout Lacan's work there is an emphasis on the practice of analysis as the true and only focus of the science of psychoanalysis. Each of the fundamental concepts are grounded in the speech of the subject and the analyst, and in this respect Lacan's theory is radical.

Most psychoanalytic theory has taken the analytic process as a given, and has then theorized upon the basis of findings taken from it. The movement is reversed with Lacan. All theoretical statements come back to the speech of analysis; his theory of the subject is only preparatory to understanding how the subject comes to realize himself in a true speech and in a history in relation to his future. One of Lacan's more widely accepted concepts, the mirror-stage, functions in exactly this way.

The significance of Lacan's theory of the mirror stage is that it dethrones the ego from the centre of knowledge and perception. The ego's realm consists of imagination and fantasy, especially concerning its own nature; in contrast, objectivity is introduced by the intersubjective structures of language—the symbolic. The ego is created in the first act of alienation through the identification of the "self" with the image of the "self" as seen in a mirror. Knowledge and perception, based upon the ego, are thus built upon a miscognition of the real nature of things.

Drawing upon the work of Wallon, Charlotte Bühler's child psychology and a diverse range of comparative studies, Lacan has proposed that a period from six to 18 months in the infant's life is fundamental to the constitution of the "I" (*das Ich or ego*). In this period the ill-coordinated infant becomes captivated, fascinated and eventually ensnared by the illusory unity of its image in a mirror. This image is taken as constituting the "I"—the first component or imago of the self. From this point on, all other objects are modelled upon the first love-object, this image of the "self".

Hence this *image*, a part of the imaginary, is the ego, or more accurately, the ego-ideal (what I would like to be). From the very first, then, the ego is founded upon an alienated (because extraneous) misrecognition, upon an illusory unity which is itself the first split, or cut, in the unordered homogeneity of reality. (As Lacan puts it "There are no holes in reality".)

Lacan therefore mounts a fierce and sustained attack upon ego psychology, the American brand of psychoanalysis which prescribes adapting to a world which can be perceived accurately and faithfully by the ego, once the extraneous perturbations introduced by the id are fully integrated into the conscious self. The therapy of the ego psychologists seeks to support and strengthen the supposedly "weak" ego of the neurotic, whereas for Lacan it is the ego which is extraneous, its posturings in front of the mirror (whichever side you are on) constituting the resistance to analysis.

In contrast to today's fashionable forms of psychoanalysis, Freud recognized that the *essence* of the ego is "opposition, negation, ostentation, and lying"—that is, all manner of duplicity in order to preserve a precarious unity. Lacan's concept of the mirror-phase returns to the analytic process by questioning the solidity and unity of that referred to by "I" in speech.

The mirror-phase constitutes the realm of the imaginary: the realm of the image, of questions of identity—who I think I am, was or could be—and opposition—who I wish to destroy. But because the field and limits of the *practice* (and hence the theory) of psychoanalysis are those of speech and language—even the silences and "non-verbal" interventions of the subject are taken as punctuation points, or, perhaps, as *doubles entendres*, as Freud argued in *The Psychopathology of Everyday Life*—there are always three terms involved: the ego, the other, and a locus from which language is emitted.

Indeed, adapting one of Freud's definitions, Lacan defines the unconscious as this third term, a message from the Other: "the unconscious is that part of the concrete discourse, in so far as it is transindividual, that is not at the disposal of the subject in re-establishing the continuity of his conscious discourse." What is repressed is ready, waiting, in a place that is not occupied by the subject, to be *said*. The unconscious, says Lacan, is structured like a language.

Any therapy that shifts away from the foundation of language—from the talking-cure—is attacked for avoiding the specifically cultural level at issue in the deformations of language that support symptoms, since such a therapy, in emphasizing non-verbal signs, it taking communication to be simply the passing on of information. The very existence of neurosis should be enough to indicate that giving information is not enough. To Lacan, language may be an evocation, an incantation, a password to avoid death, but it is certainly not the attachment of a label to a thing that is already known in itself.

Lacan's "network" theory of language—that meaning is to be found in the relations of signifiers to signifiers as much as in their relation to signified—also involves him in a complex epistemological discussion, in which the relation of the subject of knowledge to the being of the subject is "ex-centric", as he calls it, questioning both the *Cogitoergo sum* of Descartes and the transcendental subject of the Kantian categories of experience. ("For the being of language is the non-being of objects, . . ."). And, again, it is to Freud that Lacan turns to justify his assertion that the subject is never where it thinks it is; after all, what else does the discovery of the unconscious mean?

Lacan's thought attempts to re-affirm Freud's "Copernican revolution", which displaced the ego from mastery of its own house and uncovered a fundamental "gap in being"—a gap between what I *think* about the world (and, in particular, about myself) and what actually *is*. This gap is a product of man's being a speaking animal.

'Lacan mounts a fierce and sustained attack on ego psychology'

The true significance of Lacan's thought must, in the end, be for the theory and practice of psychoanalysis. To psychoanalytic theory he presents a criticism of the attempts to reduce psychology to biology or physics, and a re-interpretation of Freud's theory as a theory of discourse. *For practice*, he returns the analyst *to the working material*: *speech*.

However, in returning psychoanalytic therapy to the realm where it belongs—rhetoric—Lacan has introduced a new and obscure rhetoric to act as the catechism for a new generation of word-playing devotees. Lacan is uncompromisingly and maddeningly intellectual. And his intellectualism points, not towards another gamble won or lost in the market-place of promises of liberation and freedom, but towards a restoration of the pessimistic and ironical philosophy that marked Freud's relations both to his patients and to the prospects for human society.

In this respect, Lacan's psychoanalysis differs markedly from the prescriptions for short-circuiting the alienations of body and soul that are touted around with such breathless enthusiasm today. But perhaps, in severely criticizing the more optimistic and adventurous therapies, Lacan simply returns those in search of answers back to a complacent and nihilistic scepticism. His theory ends one up in the same place, back on the couch, perhaps wondering what the other would say, until money and time run out.

The author is research fellow at Kings College, Cambridge. Some of Lacan's writings are now available in Ecrits: A Selection (translated by Alan Sheridan, Tavistock Publications, 1977).

Back-up needed to exploit the new art of the possible

In the second of a series of articles, David Moore looks at the potential use of broadcasting in further education

As the law schools might say, no reasonable man can doubt the excellent overall quality of educational broadcasting over the years; the only problem for colleges has been how to make adequate use of what was on offer.

On my appointment as principal 10 years ago, I was disappointed to see relatively little use being made in college of some excellent material until it was firmly pointed out to me that the incompatibility of broadcasting times and college timetables made radio or television programmes very difficult to use to any extent, even given sufficient equipment.

Fortunately the increasing availability of cheap radio cassettes and eventually of reasonably priced video-tape systems, made it possible to make some very real use of what was on offer. But the situation is still far from perfect, not only because there is not enough actual hardware about the place, but also because money for replace*ments is now* harder to find.

Even with the recording equipment which colleges have there are other inhibiting factors, including the inability of local education authorities or colleges to finance such simple things as the blacking out of rooms or the provision of enough power points.

Experienced students of public expenditure techniques will know that even in times of financial plenty it is easier to spend on some headings than others for all kinds of good and bad reasons. Similarly when hardware, blackouts, and so on are available, it has been difficult to fund enough technicians or para-professional posts to look after equipment "vandalized" by teachers, to make recordings and to set up hardware at the right place and the right time.

It is also important to realize that even with sufficient hardworking technicians, there is still the difficulty over the length of time colleges can use recorded broadcasts.

It is to be hoped that there will *be further* discussions between the BBC and the ITV companies on the one hand, and the many contribu*tors'* organizations and associations on the other, with a view to seeing whether the whole question of recording off-air can be extended in the interests of education. Perhaps the way ahead is by licensing schemes along the lines dictated by the Whitford committee on copyright.

When "hard-liners" talk about reducing costs in education by greater use of centrally produced audio-visual material, either from the broadcasting companies or elsewhere, they also must accept that however good the material, it cannot be used at all, much less used effectively, unless there is both enough equipment and enough back-up to ensure its proper maintenance and availability. After all, it is slightly unrealistic to expect teachers with at least 20 hours' class contact and perhaps considerable marking and preparation, not only to spot the necessary material but also to record it, set up the equipment before class, and then dismantle it and return it to stores. Anyone who has an organized system for using broadcast material will readily testify that if there are too many problems for the teacher, the service will not be used.

Very often a change of attitude on the part of teaching staff to material prepared from other sources is also required. There are teachers who will reject the use of any broadcast material for a number of reasons, including, I suspect, sometimes a fear of seeming inadequate by comparison, or out of resentment that some smooth-talking educators have successfully fled the classroom for more glamorous surroundings. This is certainly not true of all teachers, most of whom have tended to use all or parts of broadcast material where it fits in with their own planning.

All of this merely highlights the need to train teachers in the proper use of broadcasting, which does not just mean how to handle a video-tape recorder or a projector. It also means teaching the use of broadcasting in association with the college courses, which can be more complex than it first seems.

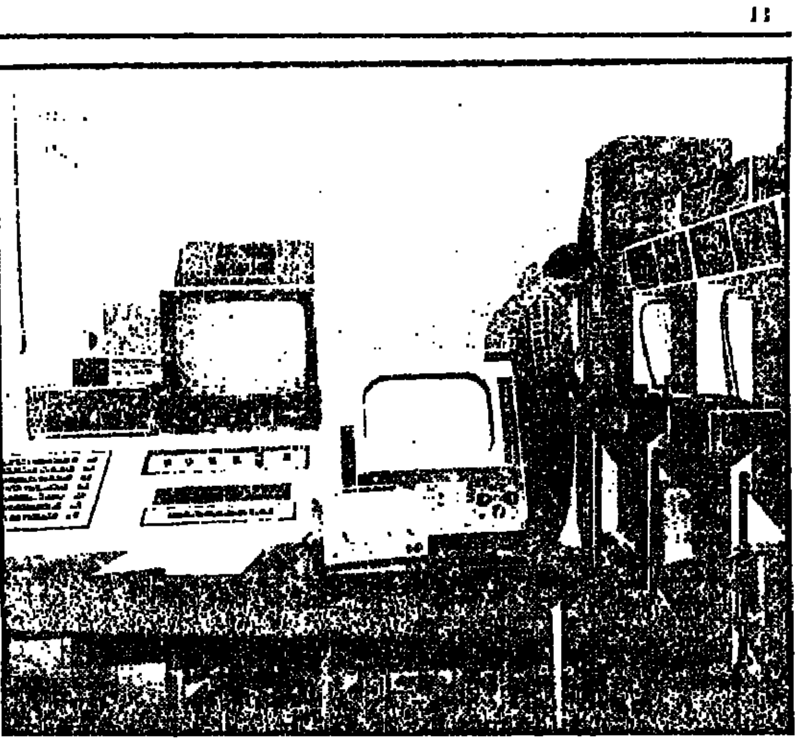
It is relatively straightforward to use the craft engineering TV courses specifically designed by the BBC to complement nationally organized and recognized courses traditionally taught within colleges; this is made even easier by the BBCs extensive consultations with specialist teachers at all stages of planning and indeed during use by their splendid, if overstretched, further education liaison officers.

Greater difficulties arise over broadcasts on more general topics—perhaps concerning art, drama, literature or politics—when the teacher may be trying to integrate them into a locally designed course which perhaps has no end examination, let alone a national qualification, with its implied consensus of opinion on treatment and objectives.

Nevertheless this very important technique is likely to grow in significance. But suitable training again means more money, and there is a great risk today that much initial investment in equipment will go to waste because of lack of resources and time for proper training of teachers.

Apart from the common problems of using broadcasts in college, there is little to complain about in the quality of the output, given the difficulty of producing for such a wide and demanding audience. No doubt we can all select particular programmes which were less than appropriate to our own needs, but the general standard and content is excellent and the output relevant—perhaps because both the IBA and the BBC go to a good deal of trouble to consult teachers via national advisory committees, local meetings, and visits from liaison officers.

Perhaps more important in the future, broadcasting has an equally useful and at times rather more exciting function of educational stimulation and innovation both in curriculum organization and technique. Perhaps the most important single significant demonstration of this has been by the Open University where, apart from anything else, the mere exposure of the teaching methods of so many university level teachers often talking to practising teachers in schools and colleges must have had an enormous impact.



Video-tape copying: is a licensing scheme the answer to problems over "off-air" recording?

Indeed, the function of broadcasting in general as a showcase for good or advanced teaching is an under-rated contribution to in-service teacher training as a whole. And surely many of the changes in the prospectus of colleges and extra-mural departments in the last 30 years must be a direct reflection of the way in which high quality broadcasting has usurped local mediocrity in subjects like economics, politics, current affairs, and the arts.

More directly, in an attempt to improve their own effectiveness, the BBC and the commercial companies have stimulated innovation in the field by inviting cooperation from the colleges. For example, last year the BBC TV programme, *Dressmaking for Beginners* was run in association with a series of dressmaking clinics set up in the shops and factory canteens around a local college.

Such partnerships between central producers and local users will undoubtedly be a major development in the future. For some time Brian Groombridge, in particular, has been promoting the concept of using material designed for general output as resource material for local and regional educational initiatives.

If the proper techniques can be developed to take advantage of this approach, then we shall have a very significant contribution to our resources, not least because the output must attract some of those "non-traditional" students we are all vainly seeking to reach. Given that their direct output is limited in comparison to that of the BBC the commercial companies are naturally very interested in this approach.

We are also beginning to discover that this can happen in reverse. Recently John Miller, of the BBC, had two Open University packages used by the general service as a result of their interest and quality.

My own major criticism of the broadcasters is that they have not yet really tried to promote an alternative, permanent educational advisory service for adults. Surely the response to occasional phone-ins on *Tuesday Call* and *The Jimmy Young Show*, together with the success of *Reports Action* on television, would have convinced the hardest of broadcasting executives that there is entertainment and serious educational content in a properly organized and presented series.

From a college point of view, our relationship with the broadcaster is one of the more pleasant, as well as satisfying, partnerships we enjoy. In fact the colleges have little to lose and a good deal to gain both in material and inspiration and we have not yet exhausted the possibilities for cooperation in improving the quality of both our services and in accelerating the rate of innovation.

If there ever is an Open College, it could well be an extension of the broadcasting and college relationship, perhaps on the basis of local or regional consortia.

The author is principal of Nelson and Colne College, Lancashire.

Next week: Philip Elliott on media research.

David M. Bibby argues that more thought is needed about the industrial training period of sandwich courses

Are we reproducing the divorce of knowledge from experience?

There has been a great deal of discussion recently about the quality of British management and the status of engineering as a profession. Many observers feel that the low status of engineers in many decision-making hierarchies is itself an explanation for the seemingly poor quality of management.

One issue which is likely to become increasingly important in this context is the degree level sandwich course. This issue is significant for two main reasons: first, where increasing "relevance" is being demanded of academic courses, the sandwich course, as is now the case, will be in greater demand; secondly, some institutions are now offering sandwich courses which combine engineering with subjects such as business studies in an attempt to equip the individual to deal with a far more extensive range of problems.

Thus the important and unresolved educational issues of the sandwich course assume even greater significance with the growth of interdisciplinary and multidisciplinary courses.

The central issue is the educational function of the training periods in sandwich course degrees. At present the training period is looked upon as a time when the rather generalized experience of student obtains very valuable but rather generalized experience of working in industry. It is general in the sense that there is no specific academic link between the courses that have previously been taken, and the industrial tasks that are subsequently allotted.

For example, while a student who has taken accountancy courses to a reasonably advanced level may find himself working in the accounts section of a firm, he is very rarely privy to the information on, say, capital investment appraisal, which would provide such an important link with his academic study.

Thus, even within the sandwich course set-up, we are perpetuating the distinction between academic knowledge and industrial experience. If we accept the notion that the application of a body of knowledge to industrial decision-taking in itself involves a distinct discipline, then a great deal more will be required of industrial training periods than is generally conceded.

The synergistic effect so crucial to the success of a sandwich course degree can only be fully achieved if there is a strong structured relationship between the academic and industrial establishments involved.

It will doubtless be seen by many people as a fruitless exercise to discuss the quality of industrial placement at present. The major problem that now exists for an increasing number of college is finding industrial placements at all.

In some cases the difficulties are so great that the Council for National Academic Awards has been asked to substitute the industrial training period with a project or suchlike, a tendency that has rightly been resisted by the council. Consequently, the main response by polytechnics, for example, is usually to limit the intake of students.

It would appear, however, that adequate financial support would go some of the way toward solving this problem. At present the firm has to provide the student with subsistence funds because grants are only awarded for the time spent at college.

In view of this, it is perhaps not surprising that industrial placements are proving hard to find, for under this system the firm is being asked to subsidize the educational sector and tends to expect some kind of direct benefit from the employment of students.

Thus there is sometimes a tendency to regard the student as an extra pair of hands to deal with routine tasks that are essential to the firm, but contribute less to his or her academic advancement.

It would appear sensible, therefore, to give the sandwich course student the same financial consideration as other students, and award a grant for the whole year, regardless of whether it was spent in industry or college. This would have the dual result of making industrial training easier to obtain and, perhaps more importantly, focussing attention on the educational importance of the industrial training.

Turning to the relationship between the two periods of the sandwich course, a number of important distinctions should be made. The first involves the distinction between what have become known as "thin" and "thick" sandwich courses: the former involving about six months of each of the first three years of a four-year course spent in industry, while the latter involves one whole year of the four-year course (usually the third) being spent in industry.

Considerable academic and social adjustments are required of students in both cases but the "thin" sandwich course seems particularly prone to these difficulties; indeed most new courses are of the "thick" type. If the demise of the "thin" sandwich course is for sound educational reasons then all well and good; but one has the uneasy feeling that placement difficulties resulting from the financial constraints are dominant.

The second important distinction is between those degree courses which involve accreditation of professional associations, and those which do not. Thus the structured relationship mentioned above is partly present in courses such as accountancy and engineering because the professional associations provide the crucial link between the college and what is regarded as suitable experience during the training period.

In those sandwich courses that do not involve professional associations, a very important role is played by the industrial training officer. The present view of sandwich courses decrees that the training officer concerns himself primarily with setting up a training programme and monitoring the student's progress.

In other words, he serves an administrative role first and foremost, with little or no emphasis on the academic links that are so crucial in this context. Crucial because, firstly, the experience of both college and industry should involve the greater academic pay-off and, secondly—where multidisciplinary and interdisciplinary courses are involved—the training officer has the difficult task of ensuring that the integration of the subjects is amply illustrated during the training period, and not left entirely to the student.

Therefore, if we are really serious when we say that sandwich degree courses are educationally desirable, far more attention must be paid to the achievement of a very close liaison between college and industrial staff. This liaison could extend to the CNAA itself, which could recruit members more extensively from industry and, in the case of sandwich course degrees, accredit institutions offering training placements.

No doubt the educational establishments would resent the loss of a certain amount of autonomy in the design of their courses, and industrial concerns would have to be prepared to disclose far more detailed information about their criteria for decision-taking. It would be a rather painful adjustment for both groups, but it is an adjustment that is long overdue and one where the pay-off is likely to be considerable. The present state of affairs where we are asked to certify in rather vague terms that a training period is "satisfactory" is plainly not good enough.

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The alternative for Oakes

For almost a year the committee examining the management of polytechnics and colleges under Mr Oakes, the Minister of State overseeing higher education, has been trying to square the circle—or rather one group on the committee, broadly the local authority interest, has been trying to keep the square strictly rectangular, while another, the academic interest, has been struggling to produce a circle. When they have resolved their differences and the report is finally published—hopefully, says Mr Oakes at the end of this year, more realistically by early next—the result will probably be an untidy and rather irregular hexagon.

From the start the committee was obliged to pursue two quite distinct goals that have not been easy to reconcile. The present system of control of advanced further education had to be reformed: it was, after all, because so many people regarded the existing arrangements as both unfair and inefficient that the committee had been established in the first place. Yet the brief that the committee received from the Department of Education and Science made it clear that local authorities must retain a substantial role in the provision of higher education outside the universities. In other words, make things better but change as little as possible.

At first this seemed a wise decision. It seemed best to direct the attention of the committee to the detailed technical questions concerning the management of advanced further education, about which agreement might be possible among the various interests. There was a genuine fear that if the committee tried to grapple with the broader conceptual issues which underlay these technical questions it would blow the lid off an ideological Pandora's box. Hence the rather restrictive DES brief which clearly corresponded to Mr Oakes' own pragmatic instincts. Hence also the rather nervous concern on the part of the universities that Oakes should not raise too many questions that had implications right across higher education.

In practice it has been difficult to contain the Oakes enquiry with such narrow limits. Almost against its own deliberate intention the Oakes committee has become the most important exercise in higher education planning, certainly since the creation of the polytechnics and perhaps since the Robbins committee wrote its report 14 years ago. Indeed Oakes and Robbins have much in common: Oakes, like Robbins, is likely to have consequences that far exceed the intentions of its members, or of whichever Government implements its recommendations.

Like Robbins too, the present committee has paid little attention to the most basic question of all: what is higher education or advanced further education, for? The Robbins committee ignored this question because they believed the answer to be self-evident, while the Oakes committee does the same because they fear it may wreck what chance there is of reaching agreement.

In the case for Robbins in 1963 this was merely a shortcoming; in the case of Oakes in 1977 (1978?) it is a fatal flaw. The Robbins committee was partly right: the purpose of higher, particularly university, education was self-evident. Unfortunately for Oakes it is by no means self-evident what advanced further education is for. Some see it as an "alternative" national system to the universities; others as the pinnacle of further education, locally based and industrially oriented; others again see the polytechnics and major colleges as university "seedlings" rather as Robbins did; the Committee of Polytechnic Directors even tries to convince us that it will all be clear provided we put enough effort into Biblicalesque exegesis of a few imprecise and opaque phrases in the 1966 White Paper.

The result of the apparent failure of the Oakes committee to address itself to this fundamental question of definition will be a topsy-turvy disaster. The academic interest on the committee will win the educational argument which they deserve to lose, while the local authorities and their allies will win the administrative argument which they equally deserve to lose. In short the worst of all possible worlds.

In educational terms the Oakes exercise is almost certain to sharpen the division between advanced and the rest of further education. It may do this by perpetuating the present system based on the level of courses, which will exacerbate the built-in prejudice against technician and other "lower level" courses—arguably the level of education most in need of a boost today. Or they may instead divide institutions into sheep and goats. This would of course inevitably be capricious and it would have precisely the same effect. So the narrow academic interest would be allowed to triumph over the broad national interest.

Just as surely the local authorities will probably be granted more rather than less power over the development of the polytechnics and colleges. Both the models being discussed by Oakes envisage the local authorities contributing up to 25 per cent of the cost of running their colleges from their own funds. In practice this leaves them with the decisive power because most improvement takes place at the margin. It is the extra 5 or even 2 per cent that can contribute to the success of an institution. Just as surely a cut of the same order can have a disastrous and debilitating effect as the universities have found out the hard way in the past four years. So the effective power of the purse will be retained by the local authorities. Indeed it may be worse than that because the local authorities may feel that the creation of a national body and the existence of national funding absolves them from their previous responsibility to care for their own colleges. Power without responsibility is always a dangerous formula. Cap this all with a national body that may be little more than a riot of special interests and the recipe for a disastrous solution is complete.

There is a better way. As it is impossible to square the circle, the best policy is to superimpose a square on the circle. National planning and local authority control do not need to be enemies. First, local authorities should be responsible for the total cost of all further education, from the lowest tech to the highest polytechnic. The money should be provided jointly by rates and the rate support grant in the normal way. A proper system of recoupment as proposed by the AMA until they were browbeaten into dropping their suggestion seems both feasible and sensible. Secondly, if it was felt that particular courses were of overwhelming national importance, these could be "adopted" and paid for entirely on a direct-grant basis out of national funds. But this would be very much the exception rather than the rule. Recoupment would be expected to take care of the general need to equalize the burden among local authorities.

This need be no more threatening to polytechnics than a scheme under which local authorities are left with discretion over the crucial 10 or 25 per cent. It has the great advantage that it does not artificially and accidentally influence the educational objectives of individual institutions and provide a powerful impetus to upward "academic drift"—as both the present pool and the proposals now being discussed by Oakes do.

Third, a powerful and independent national body for non-university higher education should be established. This should have two roles: to advise the DES on overall policy in this sector, and to both choose and administer the funds for "direct-grant" courses. It should not be the usual hotchpotch of delegates from the AMA, ACC, CDP, NATFHE and so on, but an agency on the pattern of the University Grants Committee composed of men and women of independent judgment.

LETTERS TO THE EDITOR

Priority for policy studies

Sir,—May I pursue a little further the thought you put forward in your leader "Bogged-down Brookings" (*THES*, October 21) about "some modest enhancement of policy studies within higher education"?

I have felt for some time that of all the possible areas for public policy studies the higher education field is one which might benefit greatly from strengthening. Government responsibility is widely diffused and does not come fully together below Cabinet level.

The Department of Education and Science, the University Grants Committee and the Leas all do their best and DES now has a number of first-rate people endeavouring to tackle problems of higher education planning among the many special interest groups which abound in this field and to which the Government must listen.

It has consistently rejected—rightly in my view—the creation of an official advisory committee on higher education. But the DES is necessarily somewhat handicapped by the inadequacy of its background of involvement in higher education and the absence of any direct relationship between it and the institutions themselves. Surely, in these circumstances, the creation of an independent centre for higher education policy studies should be widely welcomed.

The present single British chair of higher education, and the small associated institute, within Lancaster University is not enough. What needs to be brought to bear on the public policy problems of higher education are the minds of independent individuals without dominant political, ideological or institutional commitments, but with relevant experience both at home and overseas and a personal interest in the subject. These individuals are necessarily scattered widely among British universities, polytechnics, the school system, industry, commerce and elsewhere and include vice-chancellors, academics, administrators, employers and employees as well as professors of education.

Twenty to 30 such volunteers might be harnessed together and meet periodically to formulate a programme of studies of particular higher education policy issues and arrange for two or three of these to be carried out every year under the guidance of panels composed mainly from among themselves. An institutional focus—preferably in a centrally located university with access to short-term guestroom accommodation for non-resident members of the centre—would obviously be essential. But the regular staff of the centre could be very small indeed provided research officers were available on a short-term basis to prepare material for each particular study.

A distinguished resident figure would also be needed as chairman of the centre. My own estimate is that the core financial support needed from SSRC and one or two foundations (but not, I suggest, from DES or the Scottish Education Department) should not exceed £30,000 per annum at current prices for a three-year trial period, provided a suitable university or college could be found which would offer two or three rooms for the staff and occasional access to a conference room. From DES, SED and UGC the centre would need only their friendly cooperation in allowing informal consultation and providing basic information as necessary.

The present Secretary of State for Education and Science will no doubt recall her participation at some of the early meetings of an ad hoc higher education policy group set up in 1969 on the initiative of Asa Briggs, Fred Dainton and Peter Venables. It produced two reports. The final recommendation of the second report, published just before the group was disbanded in 1974 on the retirement of Professor Niblett and the termination by London University of his chair of higher education, was to urge the creation of what they called a "Think Tank" on higher education.

Nobody was then able and willing to pursue the proposal. Perhaps this is an opportune moment to resurrect it.

Once created on a solid institutional and financial foundation, a centre on these lines would no doubt find other responsibilities, including commissioned work from various bodies at home and overseas, pressed upon it.

Yours faithfully,
R. C. GRIFFITHS,
Director,
Inter-University Council for Higher Education Overseas,
90 Tottenham Court Road,
London, W.1.

AUT pay claim

Sir,—The government and the Association of University Teachers are in a difficult bargaining position. The AUT's claim for a pay increase of more than 10 per cent. is made on the grounds that the government agreed to a substantial pay rise before the current round of incomes policies in order, essentially, to return university salaries to a level consistent with polytechnic teachers.

Also, the AUT can point to the BSC managers for a precedent. The government can say that, while the claim is justified, its hands are tied by the 10 per cent wage policy. Additionally, the government can claim consistency with the police. May I therefore suggest a convenient way of satisfying both parties?

Negotiations for the 1977/78 increase are likely to drag on for some months and then, given the government pay policy, settlement will be for 10 per cent, backdated to October 1 with a statement by the government, to save face for the AUT, to the effect that the rightful increase will be paid as soon as possible.

However, if the government really believes that a rise of more than 10 per cent is justifiable it may grant it, not backdated, but from a date which makes the wage increase for the year as a whole only 10 per cent. Thus if it is agreed for instance that salaries should be 20 per cent higher than at present then salaries can be made 20 per cent higher from April 1, six months after the start of the negotiating year.

After that date salaries will be 20 per cent higher and therefore comparable with polytechnic teachers, which will satisfy the AUT and university teachers. The government will also be satisfied because the salary increase for the year is only 10 per cent. The only disadvantage of the scheme is that the lump sum payment from backdating will be forgone, to be received in the later months of the year. At the end of the negotiating year, any new negotiations can be based on the new salary scales which, by the government's own volition, are the correct ones.

Yours sincerely,
A. J. BUXTON,
Division of economic studies,
Sheffield University.

Glasgow standards

Sir,—David Walker writes of Glasgow University: "The university scoops the pool of Strathclyde secondary schools . . . the fact that Glasgow and area sixth formers look first to Glasgow University gives it a bigger swathe of talent than many others" (*THES*, October 28).

A mere important factor than the "parochialism" to which Mr Walker harps on, might be the maintenance of high entrance standards to ensure a talented student population. Glasgow insists on higher or A-level English plus a pass in another language for students in all faculties whereas Strathclyde University's minimum entrance requirements accept O-level English and do not require a pass in another language.

This may, in part, explain why Strathclyde has larger postgraduate numbers than Glasgow. It is possible to proceed to postgraduate studies in the former with general educational qualifications that would preclude matriculation as an under- or postgraduate in the latter.

Yours faithfully,
HECTOR THOMSON,
Hyndland Road, Glasgow.

Student vouchers

Sir,—In your leading article (*THES*, October 14), you discussed the vouchers scheme proposed for higher education by Professor Crew and myself. There are, of course, many questions on which supporters and opponents of vouchers may have to agree to differ; on whether students are rational or ruled by "unpredictable whims", for example, or on whether the capital market would be sufficiently willing to provide funds for university expansion. But I suspect that many of your comments may reflect not simply disagreement, but a misunderstanding of our arguments.

One major issue concerns the extent to which a voucher scheme would make supply more responsive to demand. You suggest that "realistic" student choice ideally requires excess supply, whereas "at present demand for places far exceeds their supply". But aggregate comparisons like this are misleading; for a number of years some courses have been oversubscribed, while others—especially in science and engineering—have been undersubscribed.

True, there are signs that engineering enrolments are at last beginning to increase. But we argue that adjustment would generally be much more rapid under vouchers, for two reasons.

On the supply side, institutions would be under greater pressure to prune departments or faculties which could not attract students (and hence income); on the demand side, the authorities could vary the voucher to give students a financial incentive (absent at present) to apply for undersubscribed courses thought to be "socially useful".

Finally, you impute to us the "naive belief that man the consumer is wise while man the citizen is stupid". This belief would certainly be naive, but we do not know anyone who holds it (though we suspect there may be some who incline to the opposite fallacy). We believe that most people, as consumers or as citizens, have an intelligent appreciation of their own interests and are well able to make sensible choices; that both the market *and* the political mechanism often fail to allow their preferences adequate expression; that the present system of financing higher education makes too little use of the market, and that a voucher scheme would be a better (though not a perfect) method of giving people the higher education which they want.

Yours faithfully,
ALISTAIR YOUNG,
Senior lecturer,
Department of economics and management,
Paisley College of Technology.

South African books

Sir,—I take issue with Martin Feinstein's article on the South African book import duty situation (*THES*, September 30). There is no merit at all to be found in this draconian piece of legislation, which is all but unique in the world. To tax knowledge is indefensible, to find positive features in such a process adds insult to injury.

As the practising university librarian at one of South Africa's largest universities I find that the imposition of import duty on books has played havoc with our library budget, led to chaos in the acquisitions process and made an idiosyncrasy out of a situation where the government subsidizes a university and its library by some 85 per cent and then coolly disengages to the extent of 15 per cent.

All appeals to the Minister of Finance have fallen on deaf ears.

I will condone the other minor errors of fact in Mr Feinstein's article, and confine myself to the criticism that the future of MARC (Machine Readable Catalogue) and of library cooperation can in no way benefit directly from a measure, which more than any other to date, has depressed the morale and budgets of South African libraries.

Yours faithfully,
R. MUSIKER,
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ltruism's champion in the scales of social welfare

Robert Pinker discusses the contributions made by Richard Titmuss to ideas about social policy

fter the obituaries, an uneasy ence usually follows the premae demise of a great scholar. It a silence occasioned partly by ference and partly by uncertainty to whether or not the time is yet pe for critical review.

In the case of Richard Titmuss e problem is compounded by the ct that during his lifetime his ork was only very rarely subected to reappraisal by other schors within the discipline of social policy and administration. This deficiency may be explained, in large part, by the fact that few scholars ave so dominated the development of an academic subject over so long a period of time as did Richard Titmuss.

He was one of those rare thinkers who are able to shift the whole focus of debate in a field of study and thereby open up entirely new areas of intellectual inquiry. In his eminal essay, "The Social Division f Welfare", Titmuss broke through he then *conventional* and narrow efinitions of social policy and, by ocusing upon aims rather than adinistrative procedures, he brought a new analytical dimension to his subject.

When writing about the social problems of wartime Britain and the third world, Titmuss identified events and trends in social policy which allowed him to anticipate with a measure of real hope the eventual realization of his own political ideals. His last major work, *The Gift Relationship*, exemplifies another important element in the development of Titmuss's scholarship and one which became increasingly dominant towards the end of his life.

The Gift Relationship is an essay in international welfare within which he set out what he believed to be the distinctive welfare ethic of the social market with its emphasis upon the "universal stranger" and the integrative functions of social policy. I suspect, however, that in the last analysis Titmuss's true *genius lay*, not so much in making explicit the international dimensions of social welfare but in his searching exploration of the role of social policy in the recovery and maintenance of national consensus.

Much of the sense of moral purpose which inspired Titmuss's best work finds its parallel in the writings of R. H. Tawney. In many ways Titmuss inherited Tawney's ideals of a new socialist commonwealth and his policy choices can be seen as practical directives toards that end. Tawney's socialism as deeply imbued with Christianity d whilst Titmuss was ostensibly a cular thinker there are many parts The Gift Relationship which have ose ethical affinities with the tradins of Christian socialism.

The Gift Relationship is an asseron of the moral superiority of one rm of welfare provision to other, based on Titmuss's premise at social policy "extends opporities for altruism in opposition the possessive egoism of the marplace". The terms on which od is donated and received are en as one of the "ultimate tests here the 'social' begins and the nomic' ends". A free transfusystem is superior not simply use it is more efficient but use it fosters social integration positively encourages altruism. n *The Gift Relationship* Titmuss ught to demonstrate the interretionship of social structure, man nature and moral behaviour. e argued that in industrial socies there was a far greater scope gift relationships than had presly been recognized and that zens possess considerable potenities for altruistic behaviour of kind which can be either nured or destroyed under the influe of the dominant values of their ety.

itmuss chose blood donorship as test case because it goes beyond limitations of family, comity and class to encompass the ersal stranger, and it is in our atment of the universal stranger altruism finds its true and lest expression.

here are, however, at least o points at which Titmuss's proach is open to question. In the place, he uses the terms ruism" and "egoism" in such ay as to describe a polarity of iments and motives, which in the real world are more likely to be interactive and conditional.

In their extreme forms altruism and egoism are marginal phenomena. The family may inspire a form of altruism which is very limited, but which nonetheless motivates all of us at some time and may often lead us into conflict with redistributive social policies. A dichotomous model which allows familial altruism to be subsumed under the heading of "egoism" is misleading.

When he writes primarily as a social historian or as an analyst of specific social policy issues, Titmuss accords the family a very central position in his moral universe, and shows much sensitivity towards the ambivalences of feeling and loyalty which the family generates as a social institution.

When he writes primarily as a philosopher of social policy, these issues of feeling and loyalty tend to become lost in a dichotomous division of the world into egoists inspired by the values of the economic market and altruists inspired by those of the social market.

The example of blood donorship fails to bring out the full complexity of the phenomenon of altruism. The fact that blood is a gift which costs us nothing is far more important than the fact that in some countries the sale of blood can be profitable. A more searching test of the scope and limits of altruism would be the donation of bodily organs the loss of which will place the donor's life or health in jeopardy.

Most adults would unhesitatingly donate a kidney to a needful spouse or child. In some societies this sense of kinship might include more distant kin. In any society, however, a potential donor would have to consider very carefully the extent to which he is morally justified in placing at risk the welfare and security of his own family in order to save the life of a stranger.

It is therefore by no means self-evident that altruistic acts on behalf of strangers are morally superior to altruistic acts on behalf of one's immediate kin. That there is a dimension of depth as well as breadth in the quality of altruism only serves to heighten the dilemma. Much depends on the nature of the goods or services in question.

Secondly, Titmuss's concepts of altruism and egoism so elevate the institutions of the social market and debase those of the economic market as to give the impression that the main effect of industrialism and entrepreneurial activity has been the infliction upon humanity of "diseconomies and diswelfares".

The profit motive

Much of Titmuss's published work can be read as a continuous indictment of the values of private enterprise and the profit motive. It is therefore easier for us to form an impression of the kind of economic system which he would have eschewed than to identify the one which he preferred.

He alludes to general entities such as "an integrated society", providing "universalist services outside the market on the principle of need". We are, however, left uncertain as to the system of values and means by which goods and services are to be produced within the economic market.

The apparent direction of this approach to welfare is towards a socially-administered society which carries a residual burden of capitalism, but it would be a system for the distribution rather than the production of wealth and welfare.

So long as there has remained some semblance of growth in the British economy, social administrators have been able to maintain this notion of a moral division between the ethics of the social market and those of the economic market. It has also been possible for us to remain remarkably indifferent to the likely disincentive effects of higher taxation on work incentives.

There is an extensive literature demonstrating that at the lowest income levels, where the poverty trap occurs, such disincentives may be very important indeed. There is another extensive literature emphasizing the relativity of poverty and felt deprivation.

There is not yet a coherent theory which brings together these areas of knowledge and then extends the enquiry into the middle and upper income ranges. Yet we may now be reaching a stage at which the backlash against social market values will gather sufficient public support to inflict lasting damage upon our statutory social services.

In his great lecture, "The Social Division of Welfare", given in 1955 and published in 1956, Titmuss drew up an agenda for enquiry in which he seemed poised to break free from the traditional confines of social policy and administration. In one sense he did so, by defining social services in terms of their aims rather than their administrative form and location, thereby including within his compass not only the statutory social services but also the fiscal and occupational welfare services.

In the end, however, he characterized their relationship in terms of division rather than unity. The model was used thereafter to justify a moral indictment of the fiscal and occupational systems of welfare: a seal was set upon the division between the ethics of work and the ethics of welfare which was to last for another twenty years.

Later Titmuss was to oppose Britain's entry into the Common Market on the grounds that the social values of western Germany and France were insufficiently "compassionate" and civilized in "world terms". His internationalism derived from his concern for the universal stranger and went beyond the regional groupings of industrial nations.

The question of internationalism brings us to the third of the problematic aspects of Titmuss' approach to social policy. I have suggested that his analytical model is based on an oversimplified distinction between egoism and altruism which fails to take into account the ambivalent nature of felt obligation stemming from familial loyalties. It also encourages us to underestimate the fact that there are citizens who believe that the workings of the economic market do ensure in large part a just allocation of life's material rewards.

If we believe that most people accord the highest priority to their familial interests, it is difficult to see how Titmuss's social market is to achieve ultimate ascendancy, both moral and political, over the economic market. He looked to democratic processes in general and fiscal policies in particular as the means to that end, but what would be the economic costs of such a transformation?

It is when we consider Titmuss's first and last major contributions that we can most easily bring together in one framework the shifting emphases of his philosophical concerns. *Problems of Social Policy* is still his masterpiece. This study of the development of British social services during the Second World War is dominated by the themes of family and community.

The attachment of ordinary people to their kin and neighbourhoods comes through as a major reason why civilian morale survived the terrors, disorganizations and deprivations of modern warfare. Familial and communal loyalties provided the necessary "reserves of strength and moral power" and sustained the individual's sense of purpose and self-respect in adversity.

As Titmuss observes: "A stable society rests on the basis of family life. A threat to society implies a threat to the family." The national response grew outwards from these countless families and communities, sustained by "the warmhearted impulse of people for a more generous society."

The Gift Relationship seeks to convince us that the range of these generous sentiments can be extended from family and neighbourhood, beyond national frontiers, to encompass the universal stranger. The question remains, however, not as to whether the thesis holds good with regard to the unique example of blood donorship, but whether it can be sustained with regard to other, more costly gifts in contexts other than the adversities of war and at the level of sovereign states rather than particular social services.

At the beginning of this century increasing public concern about national efficiency stimulated many long overdue and much needed social reforms. Forty years later Beveridge, the last of the great Edwardian social reformers, used his report to demonstrate the connexions between patriotism and social reform.

Richard M. Titmuss

Adversities of war

In *Problems of Social Policy* Titmuss wrote about a period in which British society seemed to be discovering the welfare values and aims which he most esteemed. The shared adversities of war strengthened our collective determination that thenceforward all compatriots would enjoy the benefits of a more just and compassionate welfare system. The time and the prospects were such that Titmuss, writing in the late 1940s, was able to take a whole society to illustrate his thesis regarding the integrative role of social welfare.

The Gift Relationship was a reaffirmation of the values which he still believed to be capable and worthy of universal adoption, but the illustrative example had narrowed from a whole society to a special sector of medical care. Britain had not become the kind of welfare society which he had always envisaged. Titmuss's antipathy to the values of the competitive economic market, expressed in his attacks on occupational welfare and his condemnation of the Common Market, remained to the end.

In certain passages of *Problems of Social Policy* Titmuss's empathy with actual times and places is so intense that we are made to feel, as Eliot once wrote, that "History is now and England". The integration of familial, communal and national welfare interests was an ideal approaching its realization. By contrast the moral sentiments expressed in *The Gift Relationship* are so idealistic that, although they may find a place in the exotic customs of certain tribal societies or in a particular sector of social policy in contemporary Britain, they have no country.

In *Problems of Social Policy* Titmuss convincingly demonstrates the integrative processes which hold families, localities and nations together. In *The Gift Relationship* he explores the nature of giving and receiving between individuals rather than between nations. The approach is psychological rather than sociological, except in the sections of the book which so strikingly illustrate the extent to which the richest nations actually take scarce resources away from the poorer ones.

Wartime Britain came nearest to demonstrating in practice one aspect of Titmuss's integrative ideals, but that was a society which was united against outside enemies. It does not follow that those ideals can be extended from a national to an international context simply through the subordination of the values of the economic market to those of the social market.

Unfortunately, as Titmuss himself observed, there is little convincing evidence that even under conditions of economic growth rich nations are disposed to share significantly more *of* their increased wealth with poor nations. There is, however, some evidence that in times of economic crisis and decline this disposition to give is greatly weakened. When the adversities of unemployment and inflation engender a new sense of national consciousness, it is of a kind which tends to be inward rather than outward looking.

Social administration carried a heavy load of human longing for a better world. The promise of social justice is part of the perennial attraction of Marxism, but injunctions to unconditional altruism continue also to be a powerful element in the work of many non-Marxist social administrators. This tradition is exemplified in the work of Titmuss.

In the general intellectual climate of Britain today internationalism is self-evidently respectable and patriotism is not. Overt patriotism, provided that it goes under the name of "nationalism", tends to be viewed as a virtue only when it is practised by universal strangers. We would do well, however, to note William Letwin's suggestion that in the bestowal of his affection and benevolence the ordinary citizen "naturally concentrates on a selected number of persons who are closest to him in the moral sense; his family, old friends, neighbours and compatriots, in descending order".

Problems of Social Policy provides some powerful evidence in support of this assertion. *The Gift Relationship* does not have a sufficiently extensive societal grounding to convince us that this order of affective priorities can be either modified or extended in the real world to encompass the international community.

This is not to deny that the claims of the universal stranger have some authority but to point that they are a part of a complex network of claims and entitlements. Even if we were to make unconditional altruism the crowning glory of our moral sentiments, it would be as well for us to remember that crowns are reserved for special occasions, and that most good deeds are done in the fustian of a more homespun philosophy.

The really difficult moral problems in social welfare arise for us not when we are establishing the superordinate authority of one claim over all others but when we are working out the criteria by which we can reconcile many conflicting claims, each of which has an equal right to consideration. On what grounds, for example, can relatively affluent altruists in Britain justify the dispensation of taxpayers' money for overseas aid, so long as poverty persists in their own country? How "powerless" do the poor feel in the face of such implacable altruism?

In a nation which had already fulfilled the Titmussian criteria for a welfare society, it would not be necessary to ask questions such as these, but they must be faced, now that the consciousness of relative poverty is becoming more widespread, as our economic crisis deepens.

The author is professor of sociology at Chelsea College, London. This article is taken from his introduction to Richard Titmuss: Welfare and Society, *by D. A. Riesman, to be published next Monday by Heinemann Educational Books at £2.50.*

Predicting a political rearrangement

The Break-up of Britain: Crisis of Neo-nationalism
by Tom Nairn
New Left Book. £7.50
ISBN 0 902 308 57 2

Should a socialist publisher be more honest than a bourgeois-capitalist house, or just as canny not to miss a trick? Objectively their responses are necessarily conditioned by the competitive nexus of the as yet imperfectly developed monopolistic structure of the communication nexus being dialectically related to a fractured dispersal of control which seeming paradox is caused, to adopt a world historical ideological perspective, by the *uneven* development of capitalism, etc.

I mean that this book is really a series of separate essays on the two themes of nationalism and of the nature of the United Kingdom written for the *New Left Review* for different occasions in recent years and now presented as if it is a fully integrated book about the present crisis. Adepts will have heard nearly all of it before and novices may find the amount of repetition irritating, indeed also a certain digressiveness and longwindedness which is sometimes appropriate to a major essay but never nowadays (there is some progress) to a book. Here is mutton dressed as tiger. But it is very good mutton indeed. Good value for money too, as prices go today, both in weight and flavour.

Mr Nairn indeed, should be compulsory reading (as part of sentencing policy by socialist magistrates) for all those old sillies who would lump together "Marxist" writers in one infernal hodgepodge of criminal intent and evil style. There would be justice in this for much of his book is a protest against those of his fellow socialists who lump together in *a priori* abstractions all forms of capitalist state and all forms of nationalism, rather than examining particular variants historically and sociologically. Nairn is ever serious, thoughtful and independent, following ideas and evidence where they lead, neither an apologist for any oppressive orthodoxy nor deferential towards trendy libertarians (whatever holy names they adopt).

Four of his broad themes, at least, cause pain (I note) and thought (I hope) within the Marxist camp: (i) "the theory of nationalism represents Marxism's greatest historical failure"; (ii) that no amount of theory is a substitute for analysing the precise and hence varying modes of exploitation and control of different kinds of state formation (he shows that not all autocracies are equal); (iii) that constitutional forms are worth close study as important clues to varying relationships between the economy and the polity; and (iv) that nationalism must take either a socialist or a capitalist form as it continues to grow, neither is it a substitute for either nor will it ever be wholly subsumed by either (indeed his last book argued that the future struggle for hegemony in Europe must be fought out on the integrative level of the EEC, not by retreat into a parochial nationalism).

He foresees the impending "breakdown" of the British state. We are entering into a "sea of troubles", Scottish and Welsh nationalism arising from the historical decline of the economy, so "the end of Leviathan will almost certainly come with agony, rather than easily". But if the reader expects that this will necessarily lead, by the cunning of history, to "the revolution", Tom Nairn will disappoint or puzzle him. It could. But equally it could lead to an English "conservative-nationalist" reaction (which would be bad enough: Mr Nairn is scrupulous not to throw words like "fascism" around too freely, even when writing well about Mr Powell). And if violence and agony may be ahead, Mr Nairn writes as if he cares, not with that affected *Schadenfreude* which gives parlour bolshevism a bad name.

"Break-up" of the United Kingdom may not lead to the breakdown of British society nor make peaceful transition impossible, but (if we are all wise and perceptive) only to some such "political rearrangement of the British isles as federation, confederation, or a modernized multi-national state". However, he correctly sees that England herself is the weak link in any chain of hope for peaceful transition.

A federal theory of power goes deeply against the centralized and anti-democratic traditions of the English state. He demonstrates brilliantly that the doctrine of "the absolute sovereignty of the Crown in Westminster" is not "bourgeois-constitutional trivia (as many Marxists have held)": it manifests the nature of the state and the whole national history that produced the peculiar English state and the peculiar and common assumptions of its homogeneous ruling class. His irony is great for Eric Heffer and Michael Foot (not to mention Enoch Powell) using this traditional English concept of parliamentary sovereignty to reject actual Welsh and Scottish democratic aspirations in favour of an idealized social democracy which one day will emerge from a vote in Transport House.

Equally profound is his summary of modern British history to show that we are dealing with a state formation which still has many

Portraits of James III and Queen Margaret, both from details of an altarpiece by Van der Goes. From the second edition of Scottish Kings, by Gordon Donaldson, published by Batsford at £4.95.

vestiges of feudal or pre-capitalist behaviour embedded in it, a state that was imperfectly and incompletely taken over in the nineteenth century by the capitalist spirit of efficiency and productivity—contrary to simple Marxist and (he should add) to simple Liberal accounts. Much of what he writes about the sheer inefficiency of the English governing elite, how the cult of the gentleman frustrates the hopes of all managers and of the excessive stability (now virtual stagnation) of the economy and the polity, much of this would strike sympathetic chords among "the worried moderates". But, unlike them, he sees the need for drastic solutions, he sees that good will, decency and attempts to modernize the old machinery of state (I wince at thoughts of time wasted) cannot overcome the historical depths of the inertia. Here he might have said more about the specific kind of bureaucracy and civil service who now, in fact, do most of the decision-taking and governing: their could-not-care-lessitude about the economy compared to their passion for administrative order and fear risk-taking. But Nairn admits, fears even, I think correctly, that such radical policies as would be needed "to get the economy moving again" could come from the right as readily as from the left.

Time may prove that Mr Nairn has written a very important book. It could be influential in three respects: because it can be read and taken seriously by readers of very different political perspectives—his analysis commands respect quite apart from his conclusions (unlike the ghastly circularities of modern French Marxism); because it will help us to develop an explicit theory of a multinational state; and because it will help to bring young Marxist rebel angels down from the stratosphere ("Beating their wings in the emphyrean void in vain"), yet not to bury their heads in community development work alone (the field sport of the theoreticians), but rather to look at our long-term historical problems. Those are the problems that have to be faced when the United Kingdom as a form of government may be breaking up and when the consequences for England could be terrible if we resist Scottish and Welsh nationalism, or pretend that they do not exist, rather than taking the lead towards some creative accommodation.

If Mr Nairn continues to write for a wider public than the readers of the *New Left Review*, I would offer two points of criticism. He can write extremely well: "the creaking English snail-shell of archaic pieties, deferential observance and numbing self- is no more rhetoric, it gi lic form to his underlyi Yet he can write quite tences: "This reflection to try and situate the theo been schematically outli is not free of the ponder neologisms of much New Le ing (owing its style to Marx and its wind to Ros belief that anything sincerely is authentic editing, even self-editing of censorship, inhibition dice).

The second point where the thought to the style. For while "that God-like posture the guise of science, Marx over from idealist philoso while (like his friend Per son) he uses a wide range Marxist sources, yet he looking over his shoulder pace in showing that all as well as his argument restated in Marxist term

It is as if at times, a Gellner once said of Marxists, they see problems the theory as being more than the relationship of to the world. But at le Nairn, unlike the disc Althusser, does not argue theory *is* the world. A able and influential writer questions could emerge if remaining, both by origin ence and by method, a Mar can rid his style and oth the last vestiges of this theoretical narcissism. Is Marxism really gets in the when he has to account for failure to comprehend by "the *uneven* develop history since the eighteen tury" (his italics, not mine

Such research-by-deficit annoy about equally the historian and the high empirical Marxist. Those of are already sceptical about of assuming a single pattern inevitable development will more impressed by the news that has been "uneven" of late were to hear that certain events "premature" or "belated". verbal formulations contradict own best genius which is to historical complexity of relative of theory to practice without abandoning the great sense of all specifically scholarship, "What should done?" But this is quibbling contribution to the interpretation history, to political theory and the contemporary economic and stitutional crisis in Great Bri this uneven book deserves praise and close attention.

Bernard C

From misunderstanding to misgovernment

Scotland and Nationalism
by Christopher Harvie
Allen & Unwin, £7.50 and £3.95
ISBN 0 04 941006 7 and 941007 5

There can be only two reasons for writing a serious work of history—to present new research, or to present a new interpretation of old findings. The first half of Dr Harvie's book is not altogether free from the charge of rehashing although there are passages within it of much higher quality, such as the discussion of Victorian Scots as emigrants within the Empire. It is the second half of *Scotland and Nationalism*, however, that raises the book to a different level. His relation of modern Scottish history from 1945 to 1977 is new and stimulating: such an account cannot be read elsewhere. Because the subject is of extraordinary importance it should be read by everyone interested in the imminent fate of Britain.

This is why. The next general election will precipitate a constitutional and economic crisis of gargantuan proportions even now scarcely foreseen either by the London or the Scottish press. What will matter will not be phase three, nor Mrs Thatcher, but the return to Westminster of more than a score, and perhaps of almost two score Scottish Nationalist MPs committed to total independence, holding the balance between the parties, and reluctantly prepared to bring down the pound, the English economy and the existing Scottish economy, if that is the price that has to be paid for their view of freedom. The defeat of the Devolution Bill was not (as the media seemed to assume) a Flodden that disposed of the Scottish National Party. It was one more step on the road from misunderstanding to misgovernment that Dr Harvie describes in the last five chapters of his book.

The story is in many ways curiously pathetic. No one in power was capable of analysing or understanding the fact that Scotland was not really incorporated into England by the Union of 1707. It remained a different corporate society with a distinct middle class who, if they did not seek their fortune abroad, sought it at home in the kirk, the law, the businesses, the universities and the institutions which continued to rule Scotland.

Since 1945 the church has collapsed in confidence and prestige; the law is still profitable but has been eclipsed as a power by the ever-increasing scope of London-made statute; businesses are increasingly run from England or America; the near-perfect United Kingdom market in university chairs has ensured that probably more leading academics in Scotland are English than Scots. All this has made the Scots middle class, naturally Tory, easy recruits to a nationalism whose first slogan was "Put Scotland First".

The working class, surely the most smashed by its historical experiences of any in northern Europe, would probably have been content to go on voting Labour if they had received any of the goodies socialism promised. They did not, either nationally or locally. Some of this book's most telling parts are those describing the failure of plan after plan confidently predicted to bring the sure cure for Scottish economic ills: the mixed economy either failed or added to the frustrating sense of being governed from afar. And the Labour Party in office in the Scottish cities swallowed the most rubbishy planning dogmas without a wince.

The author points out that Glasgow had one of the lowest proportions of car ownership in Scotland, but embarked on a programme of urban motorways for middle-class vehicle owners "while it filed away the working classes who elected it in thirty-storey blocks of flats. . . . Like the model aeroplanes that South Sea islanders built to induce their gods to bring them Western consumer goods, the great six-lane roads were a sort of cargo-cult." But the prosperity failed to drop from heaven, and the voters even in Clydeside are beginning to look elsewhere. If Strathclyde switches its allegiance to the SNP the Union is as good at dead.

It is extraordinary how little anyone outside Scotland understands what is happening—and the blame for this falls partly on the émigré achieving Scots who are assumed by the English to understand their own country when asked about it in London, but who in fact have a false and sentimental view of what it is like to be a Scot entrapped in a modern Scotland where so little can be achieved except by permission of an outsider.

Harvie's book makes some shrewd favourable judgments on figures who *have* not always been seriously enough — on Willie Wilson's Secretary of State, did more than any of his prede sors to modernize the Scot administration, and on Willie Wol the self-effacing SNP leader wh brought his party out of the cran wilderness. His role "has been unique in British politics that has almost totally been ignored political commentators, something that tells us more about British politics than about Wolfe" He also makes some shrewd unfavourable judgments — the approach frightening prophecies about the inability of politicians to see even now the nature of the problem, and about the unprepare nature of the SNP to govern i called upon. One omission is absence of a discussion of the S claims to North Sea oil. There no reason to assume that Ork and Shetland would wish to considered part of Scotland: th have an alternative histor perspective. If they did not if England "protected" them fr Scottish imperialism, perhaps 15 per cent of North Sea oil wo remain Scottish— a serious pro for a country which would lik think of itself as the Saudi Ar of the north and which has dicted its nationalism on base.

T. C. S

CAPITALISM IN CRISIS
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Butterfly minds beware!

ntana Dictionary of Modern
by Alan Bullock and Oliver
rass
/Collins, £7.95 and £2.95
006348 4 and 216149 4

of compiling this dictionary to Alan Bullock when he holiday in Portugal, encountering the word HERMENEUTICS article in the *TLS*, and as uncertain what it meant". Concise Oxford Dictionary—out which I never holiday Skegness—would of course told him that it dealt the interpretation of the tures, but would not have him the additional and peculiar modern sense which it now of "understanding the significance of human actions, utterances, cts and INSTITUTIONS". advantage of the dictionary to h he, *Oliver Stallybrass* and very eminent consultant editors have devoted their energies the last six years is that he also have been able to learn the word acquired this additional sense under the influence of erman philosopher Wilhelm (1833-1911) and of his com- Martin Heidegger (1889- and that the INSTITUTIONS it deciphered were those in SOCIOLOGY, are use- defined as "activities which peated or continuous within ularized pattern that is NOR- VELY sanctioned." olly", he might then have thought if he had been me at Skegness, "NORMATIVELY is a funny word, I wonder what that means". And resisting the temptation of following all the hairs on *Donkey's Tail* (title of an art exhibition in Moscow, 1912, contained works in the neo-PRIMITIVE style, influenced by FOLK ART), where the dictionary had fallen open by accident, he would have confirmed his suspicion that in PHILOSOPHY (forward a bit: 500 words explaining why it "cannot be uncontroversially defined in a single formula") it is a label "applied to VALUE-JUDGEMENTS by EMOTIVISTS and other adherents of the doctrine of the NATURALISTIC FALLACY who conclude that the TRUTH or falsity of value-judgements cannot be assessed".

And so he would have gone on, in Portugal in 1970, until the AUTHORITARIAN régime then in POWER ("one of the central CONCEPTS of political theory, which sociologists have sought to define by distinguishing it from *authority* on the one hand and from *force* on the other) there under Salazar (Oh dear, missing between SALAMI TACTICS and Salinas, Pedro, Spanish poet, dramatist and critic, 1891-1951, see under ULTRAISM) had been overthrown by the REVOLUTION which almost transformed it, in 1975, into a DICTATORSHIP OF THE PROLETARIAT, "a MARXIST concept used to define the exercise of State power between socialist REVOLUTION and the establishment of a SOCIALIST (SOCIALISM: "A CONCEPT with many meanings, but generally understood as a social system based on common ownership of the means of production and distribution") society". He would, in other words, as I do now, have found the *Dictionary of Modern Thought* quite unputdownable if rather dangerous for the butterfly mind (no definition of Pelmanism, but a fascinating entry by W.Z. on PENIS ENVY "challenged on theoretical grounds by some psychologists, and on experiential grounds by some women".) The ideal present for a daughter/son/nephew/niece about to go up to a UNIVERSITY (Oh. Not there, except in UNIVERSITY OF THE AIR, see OPEN UNIVERSITY) to study anything at all.

I like it, and respect its readiness to provide VALUE-JUDGEMENTS ("an utterance which asserts or implies that some thing, person or situation is good or bad")—eg, that Colin Wilson, British author, b 1931 wrote in *The Outsider*, 1956, a "mish-mash of pseudo-Nietzschean and other ideas". Its 4,000 entries are, as I have tried to show, usefully linked together by ingenious cross-references, and it is easy, from the list of contributors, to find out who provided which definition. Whenever possible, there are short bibliographies, and the publishers are to be especially congratulated on producing a book which both mentions works published in 1977 and has been impeccably proof-read.

Philip Thody

Academic defence mechanisms

D. Laing: The Philosophy and
tics of Psychotherapy
Andrew Collier
rvester Press, £8.95 and £2.95.
N 0901759686 and 589

D. Laing seemed to embody all interweaving strands of the th culture of the 1960s: ist politics, the search alternative forms of experi- opposition to every instru- of authority from the ty to international alliances matching concern with the ty of individual being. What remarkable, though, about this al earthquake was that mental and psychiatry should have to such an extent in its logy. And so the "helping" ons found not just their questioned, but themselves ed as repressive agents of control. For specialists in ies of human behaviour, rcely put up an impressive doing little more than their heads gravely and ing by the occasional tut-tut sort of thing was rather un- Perhaps, like the barbs d by Bernard Shaw against doctors, the whole thing ntually go away.

to some extent it has, but re to present a coherent nst the Laingian doctrine l illness, at every level versity seminar to cinema sion, has had profound The remarkable polemic by in *The New Review* 3, no 29) describing anti- try as "allowing incompe- destructive and self-destruc- ons to wallow in their self- and contempt of would have come better ago. Apart from Sedgwick's essay of 1971 the analysis by Siegler, and Mann in terms of (both in *Laing and Anti-* ry, 1972) the field has been barren of serious debate. another round must surely now with Mr Collier's criti- ulogistic account of Laing's which are shown to have rongly influenced by both enology and existentialism. it was his revision of psy- ysis in the light of these first established Laing as a figure. A philosopher him- ndrew Collier is concerned ith the influence of Sartre th the concept of ontological ty, though being told that description of schizoid experience "evokes immediate recognition in people who have themselves experienced ontological insecurity" just makes the whole argument circular.

It also raises serious doubts about the author's ability to handle clinical concepts—doubts which are increased by a sloppy use of psychiatric terminology and by an apparent unconcern with genetic, anthropological and epidemiological knowledge that should really be fundamental to the subject. Yet at the same time, Collier rather devalues the philosophical aspects of Laing's writings in comparison with the actual descriptions of people's experiences and of "how one person's reality problem is often an effect of the transpersonal defence mechanisms of others", ie, the micro-social situation.

This emphasis on analysing interpersonal processes, not just the psyche of the individual is said to represent Laing's major advance from psychoanalysis. There is also a relatively greater concern with the here-and-now and with the participants' conscious, rather than unconscious mental activities; both these views, in fact, are shared by behaviourism, which Collier dismisses fairly contemptuously. But psychoanalysis at least offers a causal view of behaviour; whether or not Laing does so is far from clear and this book does not really succeed in making up his mind for him. If family processes are analysed so that they become "intelligible", have their causes been explained thereby and can an account of this *praxis* (who is doing what to whom) be given without attributing blame? Collier more or less acquits Laing on this second point, but anyone who saw the film *Family Life* may take a different view of his influence.

This leads to two fundamental and related questions, described by Collier as "the contradictions of the family" and "defining sanity and madness". His skilful account of the "evolution" of Laing's view of psychosis shows it in fact to contain irreconcilable statements and to leave one in the end far from clear what to do about it—surely not offer "treatment" for a voyage of exploration into the true self. Laing's failure to compare allegedly schizophrenia-producing with other families is excused on the grounds of "the methodological primacy of the pathological". But as far as "scientific" demonstration of the theory is concerned—and that word is tossed around very casually here—the basic propositions are simply not put to the test. It has never been shown, except by Laing's assertion that he has seen it again and again, that any particular form of psychiatric disturbance is related to any particular form of family interaction. Collier goes through all sorts of verbal somersaults, but they do not conceal his superficiality, for instance in ignoring the scrupulously critical work of Hirsch and Leff on family environments. The same problem arises when he says that "to talk of schizophrenia is to multiply entities beyond necessity", if its symptoms have been "explained" in terms of family relationships. This would only be the case if every person with the same symptoms had experienced the same relationships; as an hypothesis, it has never actually been tested, but the prevalence of schizophrenia in non-western societies makes it impossible *a priori*.

There is no more substance in Collier's statement that capitalist society produces "a self-enclosure of the family", which can thereby be related to harmful effects on the sanity of some members. Neither the prevalence of schizophrenia nor forms of family dynamics can be related to different political systems alone. In fact, the WHO International Study of Schizophrenia showed this condition diagnosed at a much higher rate in the USSR than in all the non-Marxist countries surveyed except the USA.

In the final section, relating Laing to Marxism, Collier has sadly taken leave of his critical faculties; he piles dogma on jargon, but unaccountably makes no mention of Geoffrey Pearson's incisive book *The Deviant Imagination*. He states that Laing's analyses of micro-social structures involve a criticism of society in general and that the "struggle for liberation at that level" (which may involve the psychotherapist) complements the wider political struggle. For anyone who does not share his Marxism, he "can only say that it appears to be shared by Laing and his collaborators". If so, it is in a way which suggests little more than a trendy echo of that mid-1960s *Zeitgeist*. Peter Sedgwick struck the soft-centre of these politics when he concluded that "Laing no sooner offers his indictment of our social order than he abdicates from the task of providing the evidence and the concepts which would make sense of his critique". That would be a worthwhile task for Mr Collier next time.

Hugh Freeman

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In this week's *Times Educational Supplement* Michael Foot takes time off from politics to look back at his bibliophile upbringing and pays homage to Hazlitt, Swift, Montaigne and others who wrote books about books.
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This book explores the question of abstractness in underlying representations providing up-to-date explanations of this and other current issues in phonological theory, with every problem, as well as its possible resolution, being amply illustrated with concrete data from a variety of languages.

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Domenico Parisi and Francesco Antinucci
translated by Elizabeth Bates

1976, 192pp., £7.10/$10.95 0 12 544650 0

There is a pressing need for some model on conceptual framework in whose terms it is possible to represent everything that can be known about word meaning and sentence meanings and which can at the same time be integrated with a theory of the grammatical organization of sentences and the grammatical functions of words. One effort to provide such a model is the movement in modern linguistics that has come to be called generative semantics.

The book that Domenico Parisi and Francesco Antinucci have written identifies a version of the generative semantics model, developing it in its own terms and with no intellectual prerequisites in either linguistics or formal logic. The authors have concentrated on making the notations intelligible, making the style of analysis familiar, and demonstrating the applicability of the model to a large number of semantic domains.

Language and Context

The Acquisition of Pragmatics

A Volume in the Language, Thought and Culture Series

Elizabeth Bates

1976, 390pp., £14.15/$19.95 0 12 081550 8

This volume establishes the connection between language and its natural context and integrates Piagetian cognitive development and language development, reaffirming the role of the semantic component of speech, the intent of the speaker, the speaker's knowledge of his listener, and social constraints in the development of language. The author stresses the fact that all knowledge, including linguistic knowledge, is procedural *in nature*, also supporting throughout the book Piaget's claim that thought is essentially "*internalized action*", all of which is ultimately derived from the infant's original efforts to do things in the world.

Syntax

Peter W. Culicover

Hardback: 1976, 336pp., £8.85/$12.50 0 12 199250 0
Paperback: 1977, 336pp., £4.60/$6.50 0 12 199230 6

This book serves as an introductory text to syntactic analysis and syntactic theory. It treats a number of the "core" phenomena of English syntax and uses them to illustrate the relationship between description and theory. The approach taken is a strict syntactic one in that semantic considerations are ignored except insofar as they provide validation for an analysis arrived at on the basis of purely syntactic considerations. Particular emphasis is placed on the interrelationship between constraints on grammars and the learnability of languages.

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Metaphor and metonymy

The Modes of Modern Writing
by David Lodge
Edward Arnold, £9.50
ISBN 0 7131 59499

Criticism in England, over the past two generations, has enjoyed certain notable strengths, but suffered also from certain weaknesses. On the whole, it has lacked an adequate means of discussing narrative, and so it has been inclined to see fiction in non-fictional ways ("the novel as dramatic poem"). Despite a brilliant isolated book like Empson's *Structure of Complex Words*, it has lacked an adequate general conception of language: and perhaps also it has lacked an adequate articulation of the historical process and so of the literature-society relation. The result has been that of late it has been inclined to learn, late and rather in a hurry, from Russian Formalism, post-Saussurian linguistics and conceptions about language, or German neo-Marxism, as the case may be.

Those remarks provide something of a context for *The Modes of Modern Writing*, but their denigratory tone has nothing to do with this important and original book; though it remains true that the work illustrates our general tendency to learn from abroad, in that its whole thesis is adapted and developed from a distinction between *metaphor* and *metonymy* which is associated chiefly with the name of Jakobson, and the interest of which began to emerge in Russia as long as fifty years ago.

In a metaphor, one idea is replaced by another, remote from it save in some respect of perhaps unexpected and striking likeness. Someone, we might conceivably say (the point of the example comes out later) is "half hawk, half dove". Metonymy replaces an idea by some other idea already in established association with it: as when one speaks of "sail" for ships, or "hands" for seamen (strictly, those are synecdoches), or of the Crown, meaning the royal prerogative, or when, as Professor Lodge mentions, Chaucer calls the Wife of Bath "half Venus and half Mars". Venus does not resemble love, nor Mars strife, but the divinities have an established link with the qualities they represent. Lodge makes the ingenious point that the metonymic expression is arrived at by a sort of *wayward deletion*. From combinatory expressions like "the sails of the ships" or "the goddess of love", we delete not the less but the more immediately relevant and meaningful part of the conception, and are left with the metonymy.

This enables Lodge powerfully to extend his equivalences. The key ones in fact are that if metonymy is a matter of part-for-whole, or of association through contiguity, it surely goes with that accumulation of (necessarily incomplete, part-for-whole) detail, and that concern with surroundings, setting and context, which mark out narrative, the novel, or film—the "metonymic mode", as Lodge calls it. Those combinatorial processes of fiction also go with Saussure's conception of the combinatorial nature of the sentence ("syntagm"), of *parole* and the message, as against paradigm, *langue*, and the code: these latter go with metaphor, drama, the lyric and so on. Ultimately, a vast binarism integrates traditional English critical analysis through metaphor, with more recent continental trends, and then again with the Modernist-Symbolist movements as against realism in the novel.

This dazzlingly ambitious synthesis is supported and extended by a preliminary section in which several subtly detailed analyses show the importance of metaphor on the one hand, and selection on the other, in achieving the status of "literature" as against simply good reporting; and a final section discusses how a number of "Modernist" authors (Joyce, Lawrence, Virginia Woolf among them) effected a transition from realist and metonymic to symbolist and metaphoric, or how certain "Post-modernist" authors have tried to synthesize the two modes, or even somehow to go beyond both.

The Modes of Modern Writing is an outstanding book, and taking issue with it must start from that fact. All the same, I increasingly find myself doubting the ultimate basis of the whole work, the realism-metonymy equivalence. Without that, the book falls into the altogether more familiar shape of a conventional discussion of realism and post-realism in fiction—ground which Professor Lodge has already traversed in his earlier book, *The Novelist at the Crossroads*.

This central area in the argument requires—and will undoubtedly receive—extended discussion. For the present I cannot help feeling that the link between metonymy and continuity may be [illegible] rather than necessary ("reading Browning", "famous *names* in broadcasting there"—there is no contiguity at all in these metonymies). If this is so, then the link with realist fiction, description, detail [illegible] setting, "contexture" is [illegible] too. Again, the particular [illegible] synecdoche seems essentially rather different from [illegible] incompleteness, non-exhaustiveness of realist description or characterization. Perhaps this becau[illegible] if one sees that *deletion* [illegible] all the essence of realism [illegible] Professor Lodge ingeniously [illegible] to be of metonymy. Of course [illegible] can occur, and be significant in realism, but then it is an [illegible] a special effect, not [illegible] makes realism what it is. Perhaps that special effect is something nearer to metaphor [illegible] the act of selection, rather [illegible] selecting out of a lexical paradigm, say, that metaphor performs.

One cannot pursue the [illegible] metonymy here. But it is [illegible] able to ask what communicative purposes are served by expressions like "getting his K.", "a[illegible] his *cloth*", "thirty *brace*" [illegible] is a metonymy) or, at Oxbridge colleges, "seeing the *Men*". [illegible] the least satisfactory part of the book is that Lodge does [illegible] nothing to review the [illegible] tory functions served in [illegible] metonymies. On the whole [illegible] strike one as usually serving trivial purposes—practical '[illegible] group", social, phatic—[illegible] trast with those served by [illegible] which are sometimes [illegible] ambitious as it is possible [illegible] that is right, Jakobson's [illegible] metonymy dichotomy may have [illegible] one of those grandiose [illegible] tions which can leave their [illegible] a subject both long and widely. [illegible] is too early to put forward [illegible] ideas other than tentatively. [illegible] if they are all true, *The Modes of Modern Writing* remains a [illegible] book.

John Holl[illegible]

Structuralist package tour

Structuralism and Semiotics
by Terence Hawkes
Methuen, £4.95 and £2.10
ISBN 0 416 79620 6 and 79630 3

The general intention of this projected new series from Methuen, New Accents, is to explore aspects of criticism which are "firmly located in contemporary approaches to language, and a central concern of the series will be to examine the extent to which relevant branches of linguistic studies can illuminate specific literary areas". According to the general editor, Terence Hawkes, who is also the author of this initial volume, the series will assume no prior technical knowledge of linguistics but will simply "aim to expound the linguistics appropriate to the matter in hand". But the series aims at being more than a collection of introductory primers by claiming a certain polemical stance against traditional criticism: it will seek "to encourage rather than resist the process of change, to stretch rather than reinforce the boundaries that currently define literature and its academic study".

In terms of its own aims, this first volume more or less succeeds. It is lucid, general and engaged in a gentlemanly sort of way. It is one more clear and thoughtful exposition of cardinal texts in the structuralist tradition, to be put in the same group as those by Culler, Jameson and Scholes (from whom Hawkes acknowledges a "pervasive and formative" influence which, I might add, clearly shows). Yet of its kind it is a lesser work in terms of size, attainment and critique, than either *The Prison House of Language* or *Structuralist Poetics*. With the exception of a somewhat quirky section on proto-structuralism at the outset which endeavours to show Vico as one of the earliest structuralists, there is nothing here, save the odd new example, which has not already been done in English elsewhere.

Indeed, it is all a familiar kind of package tour, with 10 minute stop-overs in Piaget or Barthes to point out the three or four cardinal points of interest before moving on, the kind of packaged tourism of culture which Fontana made popular with the Modern Masters series. Ambiguities, difficulties and controversies are avoided in exactly the same way as a package holiday avoids any close, strenuous contact with the country visited, and certain particularly difficult places with awkward terrain or explosive politics are politely pointed out and skirted round: here it is Julia Kristeva, the Albania of structuralist package tourism, who remains simply a name in the small print.

This may be harsh judgment but it is not parody, and I have the same ambivalence towards it as I do towards package holidays. On the one hand it is good that people otherwise unable to, should be allowed to see the sights, however unrepresentative these may be of the places visited, but on the other hand, how much of Derrida can be seen in a five-page glimpse with only enough time for three quick snapshots (*présence, différence, différance*)? What exactly is being offered? And, as Hawkes would, I think, be quick to agree, a question of Ideology is *involved* too—what version of humanities education is implied by a primer for university use which reduces issues to such blandly simple *formulations*? What can an undergraduate *do* with a five-page resumé of a few general points in Derrida?

One thing he or she can *do* of course, is to go away and read the *Grammatology*, and if he does so, this book, with its extensive bibliography will have succeeded in one of its primary aims as a guide to reading. It appends some suggested reading patterns for "reasonably basic" introductions to the [illegible] topics, and these I think have been carefully chosen.

On the whole the book is [illegible] and concise, but so diluted for general consumption that I do wonder at its purpose, especially when other books from which this is largely derivative are still readily available for students. In the process of simplification differences disappear (it is by no means clear from this book how far removed the work of Derrida is from that of Todorov or Griemas, and when Hawkes writes about Culler's structuralist commitment "following *Derrida*," (page 159) simplification borders on total falsification). Transformations also disappear in the general attempt to reduce and package the material, so that the crucial and dramatic changes in semiotic studies in the late sixties, the movement from "classic" structuralism to Kristeva, Amsterdam and America and the divergences from this in Paris are hardly registered, making it difficult to see in this volume how changed the field has become [illegible] the last 20 years, and how [illegible] formed the work of Barthes [illegible] his followers.

Finally, omissions in the section on the antecedents of structuralism give the impression to the layman that Vico and Piaget [illegible] it up between them; even if De[illegible] de Tracy, Wharburton, Hegel [illegible] the *Idéologues* had been [illegible] together in a sentence it would [illegible] been better than silence. Even perhaps especially, in an introductory primer such a choice of [illegible] eccentric in itself, is rendered less useful by the massiveness of the omissions.

Allon [illegible]

After Saussure

[illegible]man Jakobson's Approach to Lan[illegible]ge: Phenomenological Structura[illegible]
[illegible] Elmar Holenstein
[illegible]anslated by Catherine Schelbert
[illegible]d Tarcisius Schelbert
[illegible]diana University Press, £7.50
ISBN 0 253 35018 2

Roman Jakobson stands out as a giant in modern linguistics. The range of his linguistic publications runs from semantics to acoustic phonetics, his inter-disciplinary contributions from literary criticism to the study of aphasia. He has never published a synthesis of his views on language; indeed most of his basic ideas are scattered through his numerous articles. Holenstein's book aims at providing such a synthesis, in particular relating Jakobson's linguistic work to its philosophical background.

Much of Jakobson's contribution to *linguistics can be viewed as an assimilation and* further development of structuralist linguistics as first propounded by Saussure. Rather than looking at each linguistic element as an isolated unit, Saussure insisted on the importance of the relations holding among the elements in a language system. Indeed, he maintained that these relations are the sole defining characteristic of a language system, excluding analysis of the substance of individual elements. Since elements are thus defined purely in terms of their relations to other elements in the same system, comparison across different systems becomes, strictly speaking, impossible.

This leads Saussure to a major internal contradiction when he turns to diachronic linguistics, the comparison of succesive language states, reaching the unsatisfactory conclusion that diachronic linguistics studies changes in individual elements through time, essentially a negation of his own structuralist thesis. Jakobson agrees with Saussure *that linguistics* should not look exclusively at the substance of isolated elements, but does not agree that substance should therefore be excluded from consideration: what is important is the way in which substance is organized by the language system (or, in a more phenomenological formulation, the way substance is perceived by the subject).

Thus far, there is little that linguists would find controversial. However, Holenstein's presentation is avowedly pro-Jakobsonian, and frequently presents Jakobson's more controversial views as if they were either accepted generally or rejected only by the prejudiced. For instance, Jakobson's claim that the sound system of a language is organized in acoustic-auditory rather than articulatory terms has been opposed by several proposals for articulatory systems, one of them authored in large measure by Morris Halle, one of Jakobson's earlier collaborators in setting up the acoustic-auditory system.

Holenstein rightly cites Jakobson's concept of invariant meaning, independent of but differently manifested as various contextual meanings, as one of his key ideas, relating it to Husserl's eidetic phenomenology and the concept of invariance in mathematics. But the examples cited remain unconvincing. When we are told that the general meaning of the Russian accusative, "directedness", is appropriate for the Russian translation of *book* in *I am reading a book* because the book is the target of the reading process, it is unclear that we are dealing with anything beyond a vague metaphor.

In a book intended as much for philosophers as for linguists, it is unfortunate that many of Jakobson's more controversial views are presented so uncritically. For the linguist reader, the philosophical prerequisites are demanding, especially as there is no systematic presentation of Husserlian phenomenology. The reader may well remain unclear just to what extent Jakobson is claimed to be a Husserlian.

Despite the breadth of Jakobson's linguistic interests, and the influence individual facets of his work have had on other linguists, he has not developed a school in the sense of a group of linguists carrying on his work as a synthesized whole. Perhaps his greatest contribution has been in providing individual flashes of insight that have then been developed more fully by others.

Bernard Comrie

Meanings

Semantics: Theories of Meaning in Generative Grammar
by Janet Dean Fodor
Harvester Press, £12.95
ISBN 0 85527 500 6

Most of the recent arguments within "generative" grammar have concerned the relation between syntax and semantics. The first specific proposal, made by Chomsky, envisaged a syntactic deep structure, independent of semantics, but "interpreted" by it. Against this it was argued that there is no deep structure (or that semantic structure *is* deep structure). In reply Chomsky offered his "extended standard theory" (EST) in which not only deep structure, but also surface structure, provides the input to the semantic component, and more recently has proposed "trace" theory, in which the surface structure alone, though fortified with traces of deep structure relations, is sufficient for all the semantic interpretations.

Dr Fodor concentrates mainly on the first two theories. She has little to say about EST—and, in any case, Chomsky soon abandoned it. It is a little unfortunate that trace theory is discussed only briefly in the last chapter for, although the specific proposals may not be convincing, the idea that surface structure provides the input to the semantic component is in accord both with the traditional viewpoint and with our intuitions about performance.

In view of the interest that there has been in generative grammar it is surprising that this is the first book that has attempted to take an overall look at the controversy concerning syntax and semantics. It is not a book for the complete outsider, but it is an excellent textbook for advanced students of linguistics. The arguments are presented with great clarity and with commendable and rare objectivity.

Central to the discussion are the two issues of chapter four "The Mapping between Syntactic and Semantic Structures" and chapter five "Semantic Representations". Dr Fodor admits that this looks like putting the cart before the horse. It is indeed, if one starts with an independent view of what semantics should look like; but within the generative school the discussion of semantics has come out of the discussion of syntax and it has even been tacitly assumed on occasions that semantic structure will be like that of syntax. [Inevitably, we are forced to discuss the relation between syntax and semantics before discussing the nature of semantics.]

Unfortunately, scholars in this school have seldom asked how their treatment of semantics might be associated with more general issues of meaning. They have usually assumed that sentences have semantic representations and that their task is to establish what these are and to relate them to the rest of the linguistic description. But the question "What is semantics?" ought, surely, to be asked before the question "How will semantics fit into the theory? Fodor provides us with an excellent introductory chapter which shows that she is fully aware of the problem, but she nowhere faces up to it in a positive manner.

Towards the end of the book she briefly discusses Jackendoff's theory, which replaces semantic representations with a set of inference rules. She asks "Are semantic representations necessary?", and suggests that we might do away with them if the grammar were supplemented with a rich enough logic. This would, she argues, rid us of the familiar difficulties with anomaly and synonymy in a semantic-representational theory. But this tackles only difficulties of sense relations and says nothing about the problems of reference. It is not good enough to say that a referential theory [like an ideational or behavioural one] is "inadequate and even downright false". We have the right to ask of any theory of semantics how it accounts for the relation between language and experience.

F. R. Palmer

What phonology is

[illegible]dern Phonology
[illegible] Alan H. Somerstein
[illegible]ard Arnold, £12.00 and £5.95
[illegible]N 0 7131 5961 8 and 5962 6

[illegible]nology (perhaps even more [illegible] syntax) is in a theoretical [illegible]; the heady certainty that [illegible]y of us felt in the heyday of [illegible]ical generative phonology is [illegible] available only to the deluded. [illegible] of course makes the discipline [illegible] harder to teach than it was [illegible] the late 1960s and early 1970s; [illegible] matter what we believe, we [illegible] at least take account of developments like "natural" and "natural generative" phonology, phonologies with and without rule-ordering, etc. And we should also take account of older theories, since it is rather naive at this point to [illegible] that anything is genuinely "superseded".

For these reasons Somerstein's [illegible], to be published on November 24, is particularly welcome: it is [illegible] comprehensive and learned work, [illegible] mentions and discusses critically virtually every major recent proposal in phonological theory. [illegible] significantly, it has a strong [illegible]rical bias, and is not aimed at [illegible]aying the superiority of any [illegible]cular school, but rather at [illegible]ing all of them fairly and taking them seriously. It gives sympathetic treatment to "classical [illegible]emics" (US and Praguian), [illegible]odic phonology, even stratificational phonology (the clearest treatment of this theory I have yet [illegible]—and of course generative [illegible]ology, broadly conceived—an [illegible] to which Somerstein himself [illegible] significant contributions.

But even here, though his sympathies are clearly with *some* form of generative phonology, he is critical and rather sceptical: and he spends a good deal of time on problems raised (and not yet solved) within this framework, such as extrinsic ordering, abstractness of underlying representations, types of rule-application, and constraints on the power of rules—the syllable as a prime, types of feature frameworks, and new developments such as "natural" phonology, etc.

The emphasis on argumentation makes the book particularly useful: Somerstein's main approach to each area is through the problems a school sets itself to solve, and the arguments it uses to reach and sustain its solutions; he is concerned not mainly with "matters of fact" (though he is with empirical responsibility), or "final answers", but rather with rational discourse in phonology, the general process of asking questions and testing answers.

This is not an elementary textbook; indeed, I find a certain difficulty in deciding at times exactly what its intended audience is. But this does not preclude its usefulness; in the hands of a skilled teacher it is an excellent choice for an honours phonology course, or for a postgraduate introduction. It presupposes a certain basic familiarity with linguistic theory (as well of course as phonetics), and a feel for "good" analysis — i.e. some sensitivity to economy of statement and the structure of arguments. For this reason, as well as in light of its detail and scope, it is also an excellent choice for linguists in other fields who want to know what phonology is.

Roger Lass

METHUEN

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BOOKS

Theories of syntax

A Transformational Approach to English Syntax: Root, Structure-preserving and Local Transformations
by J. E. Emonds
Academic Press, £12.80
ISBN 0 12 238550 0
Syntax
by P. W. Culicover
Academic Press, £8.85
ISBN 0 12 199250 0

The authors of these two books are both Massachusetts Institute of Technology PhDs of the 1970-71 vintage and, as one might expect, both books represent transformational-generative grammar in its Chomskyan version, rather than generative semantics.

The one by Emonds is a monograph based on his PhD thesis, which was widely circulated in the MIT "underground" network long before this book was published, and has made a considerable impact on the transformational-generative (TG) literature. If only for this reason, the book is an important one for anyone interested in linguistic theory whether as a "practising transformationalist" or not. However, I think (as a non-transformationalist) that its importance goes well beyond this, as a contribution to our understanding of the phenomena which any theory of syntax ought to take account of.

Emonds claims that transformations which move elements are only of three kinds: there are those, like "there-insertion", which can apply in any kind of clause, whether main or embedded, but which can only move an element into a position where elements of the same type may occur in "canonical" types of sentences, (in the case of there-insertion, the rule moves the subject noun-phrase into the position just after the verb, where object noun-phrases are permitted, changing *A man is outside* into *There is a man outside*, and not into *There is outside a man*). Then there are those which can move an element into positions where it is not allowed in "canonical" sentences, but can only do so in main clauses, such as the one for changing *We will find one* into *Find one we will*, which is possible, for instance, after *and* but not after *while*. Finally, there are "local" transformations which only affect certain types of adjacent constituents, such as the one for changing *enough big* into *big enough*. The book consists of a detailed consideration of a very large number of different transformations, in both English and French, showing that each one fits into one of these three types.

In my opinion, there *are* exceptions to his claim which he does not handle satisfactorily. For example, he claims that only in main clauses can subjects and auxiliaries be inverted, which is false if this sentence is grammatical. However, there are so many phenomena which he does manage to fit into it that it would be silly to reject the types out of hand. I recommend the book strongly as a mine of ideas, examples and perceptive analyses.

The book by Culicover is a text-book, complete with exercises at the end of each chapter, and a cumulative list of rules which build up as the book progresses. It is called *Syntax* but in fact it is an introduction to one version of TG syntax, without any reference at all to theories outside the TG school. Indeed, the author seems unaware of the existence of any linguistic theory of any kind outside this school, as witness a reference (page 114) to "Early linguistic theory, based on Chomsky (1957)".

As a textbook it has little to recommend it. It starts off very slowly, giving a whole chapter to the discussion of "affix-hopping", for instance, and trying to argue through the analyses proposed point by point. By the last chapter, however, we are right up to the frontiers and beyond, with new radical theories being introduced thick and fast and little or no explanation of why they might be better than the tradition; for these explanations we have to consult works some of which have not yet been published.

Like every other textbook on TG syntax, this one makes the assumption, without even recognizing that it is an assumption, that the only conceivable alternative to a grammar which contains phrase-structure rules and transformation rules is one which lacks the transformation rules but has the phrase-structure rules. Then the only thing to be argued for is the inadequacy of phrase-structure rules on their own. If linguists were to use as much ingenuity and energy exploring alternatives to phrase-structure rules as they typically use in looking for, say, constraints on transformations, books like this one would no longer be being written.

There are many other faults, which I can only mention briefly. The book is quite dogmatically certain about the innateness of specifically linguistic knowledge, which is surely at best controversial. The logic of many of the detailed arguments and discussions is incoherent— for instance, on page 1 we have an argument for innateness based solely on the observation that we can create and understand sentences we have never heard before.

Richard Hudson

Language change

Historical Linguistics
by Theodora Bynon
Cambridge University Press, £12.50 and £3.95
ISBN 0 521 21582 X and 29188 7

Beginning students in linguistics, fired by the desire to build grammars for modern languages, sometimes forget that the founders of the twentieth-century study were men largely concerned with the phenomena involved in language change through time. At the same time, the generativeists' objective of describing the grammars of some ideal speaker/hearer has tended to conceal the non-homogenous nature of even the synchronic data. The result has been a certain reluctance to deal with elements in language which might work towards its variance both in time and geographical space.

Nevertheless, some of the momentum from the general interest in things linguistic has carried over into these more neglected areas and led to an awakening of interest in fields of study which, until recently, had been exiled to the periphery. Of those, the study of why language alters through time has been one of the more important. Given a new title—"historical linguistics" —there has been something of a rush to "apply" the findings of the generativist models to this once traditional subject. However, it has to be said that on very many occasions this renewed interest resulted in mere model paraphrase.

Theodora Bynon's book does much to put us on our guard by very admirably highlighting the sophistication of pregenerative models and very often leaves the reader with the impression — especially in the area of syntactic change — that not a great deal of generalization has been achieved by the application of the standard or even the revised standard model.

The author's approach (especially in part one) is essentially one of model comparison. The contributions to our knowledge (made by three principal theories) as to why language should temporarily vary are set out. Neo-grammarian, structuralist and generative views are expounded at some length and their relative merits assessed. Yet, despite the considerable degree of scholarship displayed, her approach forces her to talk more and more about the significance of diachronic data as evidence for problems relating to the construction of synchronic grammars. This is a perfectly legitimate objective, but it does detract a little from some of the more immediate difficulties concerning the reasons for and nature of language change.

What has to be questioned most is the book's value as a textbook. Too often the views of other scholars are expressed in a form extremely close to their original statement. In many instances the same examples are cited as appear in source materials so that the student might be better advised to consult original works or acquire a good reader in the subject.

There is the feeling, too, that the author is more at home in the pre-generative schools, a feeling often confirmed by what appear to be some misunderstandings about developments especially in phonological theory.

But the book's greatest drawback lies in its failure to impart any of the excitement that studies in the subject are generating. Why choose the fairly obvious (and hardly innovatory) contributions of transformational-generative grammar to such related topics as morphological and serialization change, when one might have looked at the far greater syntactic/semantic explanatory power in this area of a model such as a localist case grammar (by this date hardly a linguistic upstart). A textbook should look forward as well as back to the tradition, especially when it is by now abundantly clear that not only many aspects of the neo-grammarian and structuralist positions, but even those of the now "classical" generative school, lead up blind alleyways.

Charles Jones

Among this week's reviewers

Bernard Comrie, lecturer in linguistics at the University of Cambridge, is author of Aspect and The Russian Language since the Revolution; Bernard Crick is professor of politics at Birkbeck College London; D. C. Ferris teaches theoretical linguistics at the University of Essex; Hugh Freeman, author of New Aspects of the Mental Health Services, is consultant psychiatrist and university teacher in Salford; Charles Jones, lecturer in English language at the University of Edinburgh, is author of Introduction to Middle English; Roger Lass is lecturer in linguistics at the University of Edinburgh and editor of Approaches to English Historical Linguistics; F. R. Palmer, professor of linguistic science at the University of Reading, is author of The English Verb and Semantics; Geoffrey Sampson is reader in linguistics at the University of Lancaster and author of The Form of Language; Graham Shute is senior lecturer in philosophy at the University of Aston in Birmingham; T. C. Smout is professor of economic history at the University of Edinburgh.

Scottish word-hoa

The Linguistic Atlas of Sco
Scots Section, volume 2
edited by J. Y. Mather an
Speitel, cartography by G.
lie
Croom Helm, £35.00
ISBN 0 85664 111 1

This volume completes th geography of Scots (a va English) in Shetland (th mainland Scotland, N land and north England, volume one (1975). It cont maps and word-lists (selecte the 240-odd items investig three appendices, on infor their location, and the the questionnaires; two in the maps and word-lists, volumes one and two; genda to volume one (delicate "... Peerie Fing 13"; at p 291, col 2, line "Ilacehkl" read "Il acehkl"

Volume one discussed tionnaire method and "Postal Questionnaire 1" elicited the material. Volu is the result of "Postal Q naire 2". The contents Appendix C are not a model questionnaire so we do no how the questions were and cannot perceive the of some of the answers.

Volume one established conventions to which volum introduces an important tion. In addition to mech hatchings, symbols are brough "usually for less well linguistic areas or where fail to give an adequate pictu not all hatched areas are dense coverage". This cation is made at a point symbol has three pictoral value according to its position (North Ireland; Orkney, Shetland, Arg Bute, Caithness; elsewhere). the system works so long a reader is wary.

The maps, as in volume fairly omit the Outer Hebr where Scots is irrelevant, but fortunately lack a scale and coordinates on both main ma Shetland inset (the Key ha different outline of Scotland, grid but no scale). Mostly mechanical hatching is better than in volume one.

The atlas, not to be used wi corroboration from the word indicates the coarser analysis distribution. The following recommended for initial brows 24 Latrine (coy hilarity: "specialist" thesaurus of the side lavatory; the Border a boundary between English Scots *duffie*; a word else listed!; 25 Couch (the distributi and frequency of *settee*; index links the numbers in shire and Northumberland? Is *tee* (or *elsan* either) really a Scot word or is it common English? 34 Snack taken to work (th Border a word-boundary betwee Scots *piece* and English *bait*; Yorks (which is a word of the re working class; the Forth-Clyde li the northern limit of yorks, southern limit of tams); 47 and (a medley of *moo* and *bellow* here be cows that roar!); 65 Mud (map legend, "Note: Mud has not been mapped although it occurs some density in Lanark, West Lot ian and Northumberland").

The word-lists are full of puzzle (try *gorblet*, *barxie*, *sitooterie*, *chick wud*, *dolly vargins*, *wor stealers*, *marriage bone*, *peenie*) and information—there no weasels in Orkney, no pa tridges in Shetland, no moles Northern Ireland.

The book is full of fact, ch lenge, work and dead-pan fun. editors have got into their st their eye on the road and not their shoulders. We are spared apologetics introducing one. Let volume three come soon as possible, and let's get the Gaelic and the Highlands a' that.

John McNeal Dodg

Stephen Jay Gould

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BOOKS

Art or science?

Semantic Theory
by Ruth M. Kempson
Cambridge, University Press, £8.50 and £2.95
ISBN 0 521 21613 3 and 29209 3

The borderline between science and arts seems to cut language somewhere in the middle. In 1850 August Schleicher located it between morphology and syntax, but a century later syntax was shifted into the domain of science. Proponents of the logical extremes have *not* been lacking. In the first half of our century, Italian neolinguists under Bartoli argued that even phonology must be an arts subject. In the last decade or so, by contrast, a number of young American linguists have claimed to treat the semantic aspect of language scientifically.

Miss Kempson aims to initiate the student into the work of this latter *group. She* succeeds admirably *in* clarifying assumptions *which* are left inexplicit or are expressed confusedly in her sources.

One of the confusions concerns the fundamental question of what linguistic semantics is trying to do. Miss Kempson's answer is that it sets out to define logical forms for sentences from which the entailments of the sentences can be derived by general rules; and these logical forms will be arrays of semantic components drawn from a set which may or may not be common to all languages, linked together in structures comparable to those of formal logic.

She contrasts this answer with a view, common among philosophers, according to which semantic analysis treats the effects achieved by utterances.

What Miss Kempson never confronts are the arguments against the possibility of scientific semantic description. Popper's objections in *The Open Society* to Platonic essentialism, and Wittgenstein's account of games in the *Philosophical Investigations*, are never mentioned. Quine's attack on the analytic-synthetic distinction is alluded to, only to be shrugged off.

Miss Kempson admits that Quine casts doubt on the analytic status of certain particular examples; but, she says, that does not destroy the validity of the distinction in general, since there are also uncontentious examples such as *If Sue hit Lucy, then Lucy was hit by Sue*. To me this example is not analytic: if Sue is a small girl and Lucy an ocean liner, the sentence could be untrue. Others may disagree, but that is the point: there are no right answers to questions about whether sentences are analytic, and all examples are potentially contentious.

Miss Kempson's statement of the goal of semantic description is acceptable. But if she spent more time discussing the rules for deriving entailments she would appreciate that nothing is gained by breaking words down into semantic components. She might also come to see that it lies in the nature of humans to invent and modify these rules constantly and unpredictably as they go along.

We do not learn the semantic structure of our mother-tongue (as we learn its phonology and its grammar), rather we make it up and endlessly remake it. Scientific analysis of meaning in a natural language must always be a mirage, and one hopes that the linguistic community will soon realize this.

Geoffrey Sampson

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Sins of omission

Introduction to Transformational Grammar
by Diane D. Bornstein
Winthrop, £10.35 and £6.35
ISBN 0 87626 430 5 and 429 3

Miss Bornstein's book is certainly welcome in one way. She has clearly tried to flout the familiar custom of writing about transformational-generative grammar in sesquipedalian Latinese. Although she makes many points more heavily than prettily, and although the patter of fullstop following upon fullstop sometimes becomes metronomic, her style should provide the scaffolding for many to climb to a fair understanding of the subject.

Some of her statements, it is true, are puzzling or downright wrong; finite-state languages do not necessarily have a finite number of sentences, and Edward Sapir was interested in language and languages rather than in deductive theories. Yet it would be unfair to turn too much light on to details. Considered broadly, and given one very serious reservation, Miss Bornstein's book is a workmanlike account. The lightning sketch of what happened "before Chomsky" is more open-minded than usual; the glossary, suggestions for exercises, and clear and simple diagrams will be helpful to students; and the bibliography shows heartwarming stirrings of eclecticism. Only the final section on practical applications is less happy; we bounce helter-skelter through literature, style, reading, comprehension and dialects with the author asserting, on largely invisible evidence, that TG is a good thing every time.

The major drawback to her book is its cramped focus. The title is misleading in that phonology and semantics are not discussed, nor even the intriguing but disputed claims about innate abilities. Also, although she wisely avoids shackling herself to any particular version of TG she describes only the nuts and bolts of the syntax, thereby skipping the most important questions, which should at least be broached even in an introduction. When one has shown that some grammatical ploy *can* depict such-and-such an aspect of language, is that really enough? Why do we so commonly find TG claiming to have "explained", when it seems only to have described? Why, especially, does it strive after formalization and to what profit? In empirical disciplines it is not usually formalization that brings greater insight into the subject so much as the other way round.

Where too does Miss Bornstein show us how her theory improves on its rivals? It will not do simply to write, "Chomsky establishes the case for TG by investigating several other models of linguistic description and showing their inferiority". In fact, he knocked down a couple of straw men who were total strangers to nearly everybody working with languages; Bloch's pellucid outline of Japanese syntax, for example, just does not fit the CS straitjacket wished on to the structuralists by Chomsky, and then "discovered" to be a constraint on movement. It really is not true to suggest as this text does that we had to wait for TG to teach us that noun and verb can be too broad as linguistic categories. The arrogance of TG sadly often implies ignorance of earlier work on language and philosophy (and sometimes cavalier disdain of the facts of English; thus, Miss Bornstein sees "selling something to somebody" as equivalent to "selling something for somebody"; and she reproduces the worm-eaten treatment of adjectives, demolished long ago by Bolinger. Perhaps however we cannot blame her. Twenty years' energetic brandishing of TG has flushed into the open extraordinarily few insights into language that are new, true and interesting. Miss Bornstein offers us a competent likeness, but she is not another Pygmalion.

D. C. Ferris

Linguists and logic

Logic in Linguistics
by Jens Allwood, Lars-Gunnar Andersson and Osten Dahl
Cambridge University Press, £8.50 and £2.95
ISBN 0 521 21496 3 and 29174 7

In 1954 Bar-Hillel recommended to linguisticians the thesis that formal semantics developed by logicians, particularly Tarski and Carnap, encapsulated significant insights and fertile approaches to the analysis of natural language. Good seed thus sown was subsequently choked by the respective contributions, syntactic and semantic, of Chomsky and Katz, to the standard version of transformational-generative theory.

Since 1965 the standard theory has been "extended" but has ossified. Thus, it is scholars like Partee, Lakoff and McCawley, among others, who must be given the credit for the development of generative semantics and the continuing overall advance of linguistic theory. Indeed in its present phase linguistics has achieved something of a rapprochement with the subtleties of ordinary language philosophy and rediscovered Bar-Hillel's recommendation to employ rigorous formal logic in its analysis of syntactic and semantic theory. As the authors of *Logic in Linguistics* aptly observe, "Methods developed within formal logic to study the semantics of artificial languages have been fruitfully applied to the semantics of natural language; and within linguistic theory in general, methods and approaches taken from logical and mathematical theory have become increasingly common".

The text is claimed to be an elementary introduction to formal logic intended particularly for linguists. Fleetingly (a mere 170 pages) the book covers set theory, propositional and predicate calculus, the logic of relations and deductive theory. Beyond this, the text encompasses modal logic, including deontic operators and the logic of tenses. A section is devoted to intensional logic and to an explication of the Montague grammar. Second-order predicate logic, logical presupposition and the lambda operator all manage a mention before the final chapter, which deals briefly with the concept of meaning and the role and limitations of formal languages and classical logic in analysing natural language.

Despite their intention, the authors have produced an elemental text, rather than an elementary introduction to logic. They have provided linguisticians with an extensive prospect of the logical apparatus and techniques available to deal with such recalcitrant problems as presupposition, focus, topic, referential opacity and *de re—de dicto* ambiguity. As an introductory text, however, the book is too compact and far ranging for the average student. Pedagogically, it fails to recognize the step by step nature of logic learning and the need for the reader to consolidate and check his understanding at every stage.

Anxious to advance and consolidate cooperation between logicians and linguisticians, the authors gloss the basic difference between the disciplines. Linguistics is an empirical matter and searches for successful methods of analysis and theoretical models to fit its data. That some logic has such a use in linguistics is incidental; it neither entails that logic is a model for natural language nor that the latter imposes empirical, linguistic constraints upon logic. Logic is a formal discipline, its criterion of success consisting of proofs of theorems within a complete, consistent and simple system. Linguistics may need logic, but as Wittgenstein observed, "Logic must take care of itself".

Graham Shute

Modern Phonology
Alan H. Sommerstein
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Associate Professors medically qualified: KD 585-681 (6 increments).
Associate Professors non-medically qualified: KD 555-645 (6 increments).
Assistant Professors medically qualified: KD 469-565 (6 increments).
Assistant Professors or non-medically qualified: KD 445-535 (6 increments).

Candidates are also entitled to the following privileges :—

GRATUITY: There is a gratuity of one month's basic salary for each year employed payable on termination of contract.
HOUSING: Suitably furnished, air-conditioned accommodation, electricity, and water are provided free of charge.
MEDICAL CARE: Free comprehensive treatment is available under the State Health Service.
TRAVEL: Airline tickets are provided from the country of recruitment for the appointee, spouse and up to three dependent children under 20 years. Thereafter return tickets are issued annually to the country of origin. On termination of contract, tickets are provided to the country of recruitment. A baggage and freight allowance is also provided. In addition there is a travel allowance for attending up to two Scientific meetings a year.
VACATIONS: Two months' paid annual leave as well as various religious and official holidays. For non-Clinical staff there is an additional two weeks' mid-year leave.
EDUCATION: This is provided free in state schools where the instruction is in Arabic. Staff who have to send their children to non-Arabic schools in Kuwait will have the cost of up to a maximum of three met by the University.
TAXATION: There is no income tax in Kuwait. Currency is freely transferable without restrictions.

Further details about these appointments and the method of application can be obtained from: The Dean, Faculty of Medicine, University of Kuwait, P.O. Box 5969, Kuwait. Applications must be received no later than 9th December, 1977.

General information on Kuwait may be obtained from the Kuwait Embassy, Cultural Attaché's Office, 46 Queensgate, London SW7 5HR.

ABERYSTWYTH

THE UNIVERSITY COLLEGE OF WALES

MINISTRY OF AGRICULTURE CONTRACT FUNDS

Applications for the post of RESEARCH OFFICER are invited from graduates [illegible]

CAMBRIDGE

NEW HALL

New Hall invites applications for a COLLEGE LECTURESHIP [illegible] from 1st October, 1978. [illegible]

Further particulars may be obtained from the President, New Hall, Cambridge, CB3 0DF.

The closing date for applications is 10th December, 1977.

DURHAM

THE UNIVERSITY

DURHAM UNIVERSITY BUSINESS SCHOOL

LECTURESHIP IN QUANTITATIVE METHODS

Applications are invited for [illegible]

MANCHESTER

THE UNIVERSITY

INSTITUTE OF SCIENCE AND TECHNOLOGY

LECTURER IN CONTROL

CONTROL SYSTEMS CENTRE

A vacancy exists in the Control Systems Centre [illegible]

THE CHINESE UNIVERSITY OF HONG KONG

Professorships/Readerships

Applications are invited for the following Professorships/Readerships tenable at The Chinese University of Hong Kong from 1st August, 1978.

Faculty of Arts:
- **(1) Professorship/Readership in English Language & Literature**
- **(2) Readership in English Language**
- **(3) Professorship/Readership in Chinese History**
- **(4) Professorship/Readership in Philosophy (Eastern Philosophy)**

Faculty of Business Administration:
- **(5) Professorship/Readership in Accounting**
- **(6) Professorship/Readership in Finance**
- **(7) Professorship/Readership in Personnel Management**
- **(8) Professorship/Readership in Marketing**
- **(9) Professorship/Readership in General Business Management**
- **(10) Professorship/Readership in International Business**

Faculty of Social Science:
- **(11) Professorship/Readership in Sociology**

Faculty of Science:
- **(12) Professorship/Readership in Chemistry**

Applicants should possess outstanding academic qualifications, have considerable university teaching and research experience and should have published scholarly works of originality and merit. The University expects to fill the Professorships with candidates of high standing who have made proven contributions in the academic disciplines concerned. Appointees will be expected to give leadership to the teaching and research programmes in their respective fields, and will be required to work also at research centres, institutes and post-graduate schools of the University.

The salary for Professorships will be $16,150 or above per annum, the exact amount to be fixed in accordance with qualifications and experience. Terms of service also include long leave, superannuation benefits (University 15 per cent, appointee 5 per cent) medical benefits, housing accommodation on campus, and, in the case of appointees on overseas terms, air passages on appointment and on home leave. Candidates who do not possess the required qualifications for appointment to Professorships may be considered for appointment as Readers, whose salary will be $11,010-$15,700 per annum (£1 sterling equals $HK8.1075).

Further information and application forms may be obtained from the Personnel Section, University Secretariat, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong. The application forms, in triplicate, together with one set of the applicant's publications, and copies of recent testimonials, marked "Professorships/Readerships Application" on cover, should reach the University before 15th January, 1978.

University of Queensland
AUSTRALIA

Appointment of Vice-Chancellor

The Senate of the University of Queensland invites applications or inquiries from persons interested in being appointed to the position of Vice-Chancellor, which will become vacant in December, when Emeritus Professor Sir Zelman Cowen assumes office as Governor-General.

The appointee will be the Chief Administrative Officer of the University and should possess suitable administrative and academic qualifications.

The salary and allowances will be comparable with those paid to the Vice-Chancellors of other large Australian universities.

Further information may be obtained from the Registrar, University of Queensland, St Lucia, Queensland 4067, Australia, or from the Secretary-General, Association of Commonwealth Universities (Appointments), 36 Gordon Square, London WC1H 0PF.

Applications close on January 31, 1978, and should be addressed to the Chancellor of the University.

S. A. Rayner, Registrar.

CALIFORNIA

THE UNIVERSITY

University of California, Santa Barbara, Department of English. Plan to make appointments in American literature and [illegible]

DURHAM

THE UNIVERSITY

DEPARTMENT OF ECONOMICS

Applications are invited for [illegible]

BAYERO UNIVERSITY
NIGERIA

Applications are invited for the post of

DIRECTOR OF UNIVERSITY COMPUTING SERVICES

Candidates must hold a [illegible] Computer Science or [illegible] first degree plus extensive professional experience [illegible] puter applications, including at least 3 years' [illegible] experience. Experience of computing in both industry and higher education would be an advantage. They must [illegible] thorough knowledge of [illegible] and programming techniques, have had extensive experience in implementation of large data processing systems. [illegible] post is a challenging [illegible] appointee will be expected to develop a full computing [illegible] for the university starting virtually from nothing. Salary N9,906-N11,028 pa [illegible] £9,589 pa sterling [illegible] insufficient candidates with substantial experience are forthcoming, the university [illegible] consider other candidates for post on Senior System [illegible] on Senior Lecturer Scale [illegible] N8,724 pa (£8,780-£7,25[illegible] sterling) (£1 sterling = N1.15). There may be supplementation of salary in range £2,[illegible] pa (sterling) for married appointee or £[illegible] for single appointee (normally free of tax) [illegible] reviewed annually [illegible] education allowance [illegible] holiday visit passages [illegible] allowances; various [illegible] superannuation scheme, [illegible] overseas leave. Detailed applications (2 copies), including curriculum vitae and naming 3 referees should be forwarded airmail not later than 25 [illegible] ber, 1977, to the Registrar, Bayero University, P.M.B. [illegible] Kano, Nigeria. Applicants resident in UK should also send one copy to Inter-University Council, 90/91 Tottenham Court Road, London W1P 0DT. Further particulars may be obtained from either address.

THE UNIVERSITY OF PAPUA NEW GUINEA
(Port Moresby)

Applications are invited for the post of TUTOR/SENIOR TUTOR/LECTURER IN COMMERCE. The appointee will take part in the teaching of Commerce courses offered by the Department of Economics. The Department needs an Appointee who could teach Auditing, Taxation, and assist in Cost and Management, Business Financial Accounting and who may also specialise in Accounting/Business Management.

Information concerning the teaching of Commerce courses may be obtained from Mr. [illegible] Chadda, Chairman, Economics Department. Salaries: Tutor, K7,113-K8,127 p.a.; Senior Tutor Grade 1, K8,853-K9,883 p.a.; [illegible] Lecturer Grade 2, K10,[illegible] K13,823 p.a. (£1 sterling equals K1.37). In addition, an allowance of K1,800 per annum [illegible] single is payable. An entry K1,000 Marriage Allowance and K158 per child Child Allowance may also be payable.

Applications should include detailed curriculum vitae, recent small photograph, and the names and addresses of three referees. Conditions include provision of housing, annual leave fares, study leave and FSSU superannuation. Further details and conditions [illegible]

Universities continued

Applications are invited for the following posts, for which applications close on the dates shown. Salaries (unless otherwise stated) are as follows: Senior Lecturer $A19,678-$A22,955; Lecturer $A14,632-$A19,262; Senior Teaching Fellow $A12,593-$A14,445; Senior Tutor $A12,593-$A14,445. Further details, conditions of appointment for each post, method of application and application form, where applicable, may be obtained from The Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

University of New South Wales, Sydney
LECTURER, SCHOOL OF DRAMA

Academic or professional qualifications in film studies required. The school is chiefly interested in film theory, criticism and aesthetics. Ability to teach in some area of drama would be an advantage.
21 December, 1977.

University of Wollongong
LECTURER IN COMPUTING SCIENCE

The appointee should have completed or be nearing completion of a doctorate in Computing Science.
The research activities of the Computing Science section of the Department of Mathematics include the development of portable operating systems, interactive languages and data bases.
1 December, 1977.

Monash University, Melbourne
LECTURERS, DEPARTMENT OF ACCOUNTING AND FINANCE

Applications for the above-mentioned positions are invited from suitably qualified persons with interests in teaching in the areas of business finance and financial accounting. Successful applicants will be encouraged to undertake research.
30 November, 1977.

University of Queensland
LECTURER AND SENIOR TUTOR IN COMPUTER SCIENCE —2 POSITIONS

Lecturer: Higher Degree in Computer Science and teaching and research ability. Senior Tutor: Honours Degree or postgraduate qualifications in Computer Science.
Departmental research interests: theory of languages and computation, operating systems, graphics, data-base management and microprocessor applications. Facilities include minicomputers and access to extensive central facility.
30 November, 1977.

University of Sydney
LECTURER/SENIOR LECTURER IN FINE ARTS IN THE FIELD OF TWENTIETH CENTURY ART AND/OR ARCHITECTURE

Applicants should indicate in their applications where best able to contribute in the areas of painting, and other forms of recent art, sculpture, architecture, film, which are the concern of Fine Arts I.
It would also be welcome if the appointee could contribute to studies in Fine Arts II, III and IV, including Australian art and architecture.
21 November, 1977.

LECTURER IN COMMERCIAL AND INDUSTRIAL LAW

This position is in the Department of Accounting in the Faculty of Economics.
The appointee will participate in teaching in the three law courses offered to students for the B.Ec. degree. Applicants should have special interest in one or more of fields of contracts and consumer protection, companies and securities regulation, trade practices, taxation or industrial law.
30 November, 1977.

Griffith University, Brisbane
LECTURER/SENIOR TEACHING FELLOWS IN LITERATURE

Griffith University, located in Brisbane, enrolled its first students in 1975. The University is organised in four Schools, and is committed to multidisciplinary study, and to team teaching. In 1978 the School of Humanities will have a population of some 400 undergraduate and postgraduate students and is seeking to augment its teaching staff.
Applications are invited from men and women with suitable qualifications in Literature. The School of Humanities places special emphasis on literature of the last 100 years. In particular, those with interests in at least two of the following modern literatures are encouraged to apply: English, American, French, German and Italian. It is envisaged that the successful candidate will have demonstrated interests in the relationships between literature and society, or literature and history, or literature and the other creative arts (including biography).
30 November, 1977

ASTON IN BIRMINGHAM

THE UNIVERSITY

DEPARTMENT OF ELECTRICAL ENGINEERING

LECTURER IN HEAVY CURRENT ELECTRICAL ENGINEERING

Applicants will be expected to teach in undergraduate and postgraduate courses in electrical machines and/or power systems and undertake research. A higher degree and/or suitable industrial experience is required.

Commencing salary will be within the range £3,333 to [illegible] per annum on a scale to £6,665 per annum.

Application forms and further details may be obtained from the Staff Officer (Ref. [illegible]/136), University of Aston in Birmingham, Gosta Green, Birmingham B4 7ET, to whom applications should be returned not later than 25th November, 1977.

LONDON

UNIVERSITY COLLEGE

DEPARTMENT OF PSYCHOLOGY

Applications are invited for a post of LECTURER in the DEPARTMENT OF PSYCHOLOGY. Applicants should be prepared to teach and supervise research in the area of animal behaviour, especially animal learning. An interest in physiological or psychopharmacological approaches would be an advantage.

Initial salary will be on a scale £3,333 to £6,665 plus £[illegible] London Allowance, according to experience and qualifications. The appointment will date from 1 October, 1978.

Applications giving [illegible] the names of three referees should be sent to Assistant Secretary (Personnel) (THES), University College London, Gower Street, London, WC1E 6BT, from whom further particulars may be obtained. The closing date is 31 December, 1977.

CRANFIELD

LECTURER IN TRANSPORT STUDIES

Applications are invited for the above post in the Centre for Transport Studies. The successful candidate will be required to contribute to an expanding Ph.D. programme and to develop a new option in the M.Sc. course; this may relate to problems in freight planning and operations but other proposals for transport policy or spatial location studies will be welcomed.

The salary will be within the scale for University Lecturers £3,333 to £6,655 (under review) with superannuation under U.S.S.

Application forms from the Secretary (Appointments), Cranfield Institute of Technology, Cranfield, Bedford, MK43 0AL (Tel.: Bedford 750111, Ext. 477), quoting reference 674C).

SURREY

THE UNIVERSITY

LECTURER IN IMMUNOLOGY

Applications are invited for a Lectureship within the Department of Microbiology, carrying primary responsibility for the teaching of immunology; other microbiology teaching will be involved and first consideration will be given to graduates in microbiology. Active and effective research is essential and an interest in diagnostic and taxonomic serology, or in virology or immunopathology could be an advantage.

Salary will be within the range £3,333 to £6,655 per annum, depending on qualifications and experience, with superannuation under U.S.S. conditions.

Further particulars of the post may be obtained from the Academic Registrar (LFG), University of Surrey, Guildford, Surrey GU2 5XH, or tel. Guildford 71281, ext. 492. Applications, from men and women, in the form of a curriculum vitae including the names and addresses of two referees should be sent to the same address, by November 21, 1977.

Overseas Teaching Posts

LECTOR IN ENGLISH FOR SPECIAL PURPOSES *(Yugoslavia)*

University of Ljubljana
To teach technical English to university students of science and technology. Degree and TEFL qualification essential, postgraduate qualification in Linguistics desirable. The candidate should have an interest in or experience of materials production or ESP. Substantial experience of TEFL overseas essential and recording experience would be an advantage. Preferred age range 30-40.
Salary: 6,000-7,000 new dinars per month (present rate of exchange £/ND 31). This salary is non-convertible. Additionally, an annual subsidy of £1,244 paid by the British Council in the UK.
Benefits: Free medical service; employer's portion of superannuation. One-year contract, renewable.
77 RU 148

SENIOR LECTURER IN ENVIRONMENTAL SCIENCE *(Sri Lanka)*

University of Sri Lanka, Colombo, campus
Qualifications: PhD in Zoology with research experience in Acquatic Ecology and Systems Analysis. Candidates should be UK citizens and have taught in a university for a minimum of two years. Preferred age 35-50 years.
Salary: £5,210-£7,054 pa.
Benefits: Personal and children's allowances, employer's portion of superannuation, free furnished accommodation, two-year contract.
77 PU 158

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street London, W1Y 2AA.

THE BRITISH COUNCIL

NATIONAL UNIVERSITY OF LESOTHO
SENIOR ASSISTANT LIBRARIAN

Applications are invited from suitably qualified candidates for the above post. Applicants must have a University Degree plus Higher Diploma in Librarianship or MA(Lib) or MLS. A minimum of 5 years post-qualification relevant experience. The Senior Assistant Librarian will work under the general direction of the Librarian, performing highly responsible administrative and professional library duties, including responsibility for the co-ordination of the entire operational research and development activities of the university library. The appointee will lead a team initially consisting of 10 professional and other staff. The appointee will perform any other duties as may be assigned by the Librarian from time to time and will head the Cataloguing Department. Salary scale R7,473-R8,433 p.a. (£1 sterling = R1.52). Superannuation: Non-contributory for appointees on permanent terms. Appointees on contract terms receive 25% gratuity in lieu of superannuation for the first two years of the contract, rising to 27½% and 30% for each subsequent and similar period of service. Fifteen per cent inducement allowance for expatriates not qualifying for any supplementation scheme. Accommodation available at reasonable rentals. Family passages and baggage entitlement. Education allowance for expatriates. Vacation leave. Medical aid scheme. Detailed applications (3 copies) including a full curriculum vitae and naming three referees with addresses by 30 November, 1977 to the Assistant Registrar (Appointments), NUL, Roma, Lesotho, Africa, and in the case of applicants resident in the United Kingdom with a copy to the Secretary, Inter-University Council for Higher Education Overseas, 90-91 Tottenham Court Road, London W1P 0DT from either of whom further particulars may be obtained.

BRADFORD

THE UNIVERSITY

SCHOOLS OF CIVIL AND STRUCTURAL ENGINEERING

LECTURER

Required, whose curriculum vitae should include a higher degree [illegible]

MACQUARIE UNIVERSITY
LAW LIBRARIAN

POSITION NO. 77/68

Applications are invited from suitably qualified persons for appointment to the position of Law Librarian within the University Library. Appointment will be as Librarian Grade III-IV according to experience and qualifications.

Applicants must possess a university degree and the Registration Certificate of the Library Association of Australia or its equivalent. A degree or other qualification in law would be an advantage.

The salary range for Librarian Grade III is $A14,284 (×2) to $15,321 per annum, Librarian Grade IV is $A15,578 (×2) to $17,771 per annum.

The Law Librarian will be responsible for provision of reader services and collection building and also, in conjunction with the School of Law, for providing instruction in the use of the library to undergraduates in law. The School of Law commenced teaching in 1975 and has currently approximately 450 students enrolled in its internal and external courses.

Further information about this position may be obtained from Mr. E. H. Wilkinson, University Librarian.

Macquarie University provides four weeks annual leave, together with generous sick leave and long-service leave benefits. Superannuation is available after a qualifying period.

Applications in writing giving full details of qualifications and experience and quoting the position number and the names and addresses of two referees should be lodged with the Bursar, Mr. R. J. Howatson by 24 November 1977. Overseas applicants, other than in New Zealand, should send an additional copy of their application to the Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF from whom further particulars may also be obtained.

BRADFORD

THE UNIVERSITY

LECTURESHIP IN CHEMICAL PATHOLOGY/CLINICAL BIOCHEMISTRY

[illegible]

AHMADU BELLO UNIVERSITY
NIGERIA

Applications are invited for the post of

SENIOR EDITOR IN AHMADU BELLO UNIVERSITY PRESS.

Candidates must have honours degree in any subject, wide-ranging interests, plus minimum of five years' experience of academic editing and sub-editing in a reputable publishing house. Must be meticulous and methodical. Under supervision of Director, appointee will head a small team of editors, handle publication arrangements with authors and publishers, edit and sub-edit manuscripts, plan and supervise design, illustration and production of books and journals, train staff, carry out other duties as required. Salary scale: N7,104-N7,752 p.a. (£6,177-£6,740 p.a. sterling) (£1 sterling = N1.15). The British Government will not provide salary supplementation and associated benefits. Family passages; various allowances; superannuation scheme; biennial overseas leave. Detailed applications (2 copies) including curriculum vitae and naming 3 referees should be sent by airmail to Registrar, Ahmadu Bello University, Zaria, Nigeria. Closing date 21 December, 1977. Applicants resident in UK should also send one copy to the Inter-University Council, 90/91 Tottenham Court Road, London W1P 0DT. Further particulars may be obtained from either address.

BUCKINGHAM

UNIVERSITY COLLEGE

LECTURESHIPS IN

ACCOUNTING

ENGLISH LITERATURE (post 1750)

HISTORY (post 1750)

LAW

POLITICS

Salaries not less than in comparable UGC-financed posts. USS.

Particulars from Registrar, University College at Buckingham, Buckingham MK18 1EG. Closing date for applications 22nd November. Ref. No. THES 411.

GLASGOW

THE UNIVERSITY

DEPARTMENT OF SOCIAL AND ECONOMIC RESEARCH

TWO LECTURESHIPS IN APPLIED ECONOMICS

Applications are invited for two LECTURESHIPS in APPLIED ECONOMICS, one in the field of LABOUR ECONOMICS, the other in URBAN ECONOMICS. Applicants should have good Honours degree in Economics and if possible postgraduate qualifications or research experience in one of the above fields. The persons appointed will be expected to undertake research in their specialist area and to contribute to teaching.

The salary will be on the Lecturers' scale (£3,333 to £6,655) with starting level dependent on age and experience, and starting date open to negotiation. Appropriate superannuation scheme will apply.

Applicants should provide a statement of their qualifications and experience (8 copies), with the names and addresses of not more than three persons to whom reference may be made, to the Secretary of the University Court, University of Glasgow, Glasgow G12 8QQ, (from whom further particulars of the posts may be obtained). Closing date for applications 25th November, 1977.

In reply please quote Ref. No. 7008T.

LIVERPOOL

THE UNIVERSITY

DEPARTMENT OF INORGANIC, PHYSICAL AND INDUSTRIAL CHEMISTRY

POST-DOCTORAL SENIOR RESEARCH ASSISTANT

Applications are invited for the post of postdoctoral Senior Research Assistant to work with Professor A. K. Holliday on the development of new routes to organometallic compounds for use as precursors to semiconductors. The appointment is for one year in the first instance, from 1st January, 1978, at a salary of £3,[illegible] per annum.

Applications, together with the names of two referees, should be received not later than 25th November, 1977, by the Registrar, The University, P.O. Box 147, Liverpool L69 3BX, from whom further particulars may be obtained. Quote Ref. RV 540/THES.

SHEFFIELD

THE UNIVERSITY

A sum of 300 million yen has been donated by the Japan Foundation [illegible] and will be available annually [illegible] a committee [illegible] in the United Kingdom [illegible]

UNIVERSITY OF JOS
Nigeria

Applications are invited for the post of **BOOKSHOP MANAGER**. Applicants should hold a professional qualification as Book Seller and should have had extensive experience in the profession. Possession of a degree from a recognized University would be an advantage.

Salary Scale: N7,104 to N7,754 pa (£6,177 to £6,742 pa sterling) (£1 sterling = N1.15). Passages, approved overseas leave, part-furnished accommodation (or payment in lieu). Detailed applications (2 copies) including a curriculum vitae and naming 3 referees should be sent by airmail, not later than November 30, 1977, to the Registrar, University of Jos, PMB 2084, Jos, Nigeria. Applicants resident in the UK should also send 1 copy to the Inter-University Council, 90/91 Tottenham Court Road, London W1P 0DT. General information on the University may be obtained from either address.

HULL

THE UNIVERSITY

LECTURER IN EDUCATION

Applications are invited for the post of Lecturer in Education with special responsibility for courses in either comparative education or educational organization and administration. In exceptional circumstances an appointment could be made at Senior Lecturer level.

Salary scale: £3,333 to £6,655 (under review), plus F.S.S.U./U.S.S. benefits.

Applications (six copies), giving details of age, qualifications and experience, together with the names of three referees, should be sent by November 21, 1977, to the Registrar, The University of Hull, Hull HU6 7RX, from whom further particulars may be obtained.

MANCHESTER

THE UNIVERSITY

CHAIR OF GEOGRAPHY

Applications are invited from persons with interests in any aspect of Physical Geography for a Chair of Geography.

Further particulars of the post, together with information about the department, may be obtained from the Registrar.

Applications (two copies, one suitable for photocopying) giving full details of qualifications, experience, research, etc., and the names and addresses of three persons to whom reference may be made, should reach the Registrar, The University, Manchester M13 9PL, by November 30th, or as soon thereafter as possible.

Please quote ref: 170/77, THES.

THE OPEN UNIVERSITY

FACULTY OF TECHNOLOGY

COURSE CO-ORDINATOR

Applications are invited for a post of Course Co-ordinator in the Faculty of Technology. The appointee will assist in the first instance with a course in the area of engineering mechanics (including solid and thermofluid dynamics) or engineering control.

The post would suit a recent graduate in science, engineering or mathematics, although non-graduate applicants having recent relevant experience will also be considered. The successful applicant will work closely with a team of academic and specialist staff and, while supervised by an academic course team chairman, will be expected to assume considerable responsibility in the preparation and production of teaching texts and assessment material.

Salary will be at an appropriate point on the scale £2,904 to £4,811, according to age and experience, and the post carries U.S.S. benefits. Opportunities for promotion to the grade of Course Manager will exist after appropriate experience in this post.

Further particulars and application forms are available by postcard request, please, from the Personnel Manager (CT3), The Open University, P.O. Box 75, Walton Hall, Milton Keynes, MK7 6AL, or by telephone from Milton Keynes 63868. Closing date for applications: 21st November, 1977.

THE OPEN UNIVERSITY

TEMPORARY LECTURESHIP IN PHYSICS

A temporary Lectureship in physics is available for a period of one year with effect either immediately or from October 1978. The appointment offers an opportunity to gain experience in the production of teaching materials based upon [illegible]

Universities continued

SOUTH AFRICA

UNIVERSITY OF THE WITWATERSRAND
Johannesburg

DEPARTMENT OF SOCIAL ANTHROPOLOGY

SENIOR LECTURER/LECTURER

Applications are invited for appointment to the above post. Emphasis in the three courses in social anthropology is on theoretical anthropology and on the peoples of Africa.

The salary will be in the range:

Senior Lecturer: R8,460 to R11,280, plus a 10 per cent pensionable allowance.

Lecturer: R6,300 to R9,180, plus a 10 per cent pensionable allowance.

£1 equals R1.60 approximately.

The initial salary is dependent on the qualifications and experience of the successful applicant.

The university's policy is not to discriminate in the appointment of staff or the selection of students on the grounds of sex, race, religion or colour. Further particulars relating to this practice are included in an information sheet obtainable from the London Representative, University of the Witwatersrand, 278 High Holborn, London WC1V 7HE, or from the Registrar, University of the Witwatersrand, Jan Smuts Avenue, Johannesburg, South Africa, 2001, with whom applications should be lodged not later than November 30, 1977.

SOUTH AFRICA

UNIVERSITY OF THE WITWATERSRAND
Johannesburg

DEPARTMENT OF PHYSIOLOGY

SENIOR LECTURERS, LECTURERS

Applications are invited from medically or scientifically qualified persons for appointment to the above posts. There are at least three posts available, one being reserved for a medically qualified person.

SENIOR LECTURER: Candidates should have a higher scientific or higher medical qualification, or have considerable teaching experience. Salary range—R10,800 to R14,300, plus a 10 per cent pensionable allowance.

Lecturer: Salary range—R6,300 to R11,700, plus a 10 per cent pensionable allowance (£1 equals R1.50 approx.).

The initial salary and level of appointment will be determined according to qualifications and experience of the successful applicants. Duties to be assumed as soon as possible.

Arrangements can usually be made in the case of registered medical practitioners for a part-time attachment to a clinical department for the purpose of patient care and research.

The University's policy is not to discriminate in the appointment of staff or the selection of students on the grounds of sex, race, religion or colour. Further particulars relating to this practice are included in an information sheet obtainable from the London Representative, University of the Witwatersrand, 278 High Holborn, London WC1V 7HE, or from the Registrar, University of the Witwatersrand, Jan Smuts Avenue, Johannesburg, South Africa, 2001, with whom applications should be lodged not later than 30th November, 1977.

STIRLING

THE UNIVERSITY

CAREERS ADVISER

A vacancy will soon occur for a Careers Adviser in the Careers and Appointments Service. Applications are invited from graduates with a minimum of five years' working experience and a knowledge of vocational guidance. Preference may be given to candidates with a scientific background. Starting salary on Administrative Salary Grade 1A £2,904 to £5,027.

Further particulars from the Secretary (CHES), University of Stirling, Stirling FK9 4LA. Applications, including names and addresses of two referees, should be sent to the same address by 17 November, 1977.

SOUTH AFRICA

UNIVERSITY OF THE WITWATERSRAND
Johannesburg

SCHOOL OF MUSIC

SENIOR LECTURER, LECTURER AND SENIOR TUTOR

Applicants are requested to indicate for which of the three posts detailed below they are applying:—

(1) SENIOR LECTURER/LECTURER in CLASS TEACHING and MUSIC METHODOLOGY.

The successful candidate should be qualified to lecture at both undergraduate and postgraduate levels, and should preferably hold a postgraduate diploma in Education.

(2) LECTURER in the HISTORY of MUSIC.

(3) SENIOR MUSIC TUTOR in PIANO.

The successful candidate should be a performer of recognized repute.

The ability to lecture in Music Subjects other than the above-mentioned will be a recommendation for each of these posts.

Salary ranges attached to the posts are as follows:—

Senior Lecturer R8,460 to R11,280; Lecturer R6,300 to R9,180; Senior Tutor R6,300 to R9,180 (£1 equals R1.60 approximately) plus a 10 per cent pensionable allowance.

Benefits include an annual bonus, pension and medical aid facilities, and a housing subsidy, if eligible.

The University's policy is not to discriminate in the appointment of staff or the selection of students on the grounds of sex, race, religion or colour. Further particulars relating to this practice are included in an information sheet, obtainable from the London Representative, University of the Witwatersrand, 278 High Holborn, London WC1V 7HE, or from the Registrar, University of the Witwatersrand, Jan Smuts Avenue, Johannesburg, South Africa, 2001, with whom applications should be lodged not later than 30th November, 1977.

INDIA

VISITS TO INDIA FOR YOUNGER SCIENTISTS AND SOCIAL SCIENTISTS

The British Council invites applications from suitably qualified British scientists, engineers and social scientists to visit India for between two and three months under the Younger Scientists Exchange Scheme. This Scheme is designed to promote mutual understanding and the formation of professional links between personnel in Indian and British universities and to facilitate the exchange of information and ideas. Successful candidates can expect to spend an extended period at one institution in India with shorter visits to one or two others.

Preference will be given to candidates wishing to spend three months in India although applications for shorter periods will be considered. Applicants should hold a staff appointment at a university, polytechnic or similar institution and be aged between about 27 and 35 years. Return tourist class air fares will be paid by the British Council and the Indian University Grants Commission will provide an honorarium to cover expenses in India.

For further information and application forms for visits commencing between August, 1978, and February, 1979, write or telephone to: Higher Education and Science Department, The British Council, 10 Spring Gardens, London SW1A 2BN. 01-930 8466 ext. 3658. Closing date for applications 16 December, 1977.

LONDON

THE UNIVERSITY

WESTFIELD COLLEGE

DEPARTMENT OF CHEMISTRY

POSTDOCTORAL RESEARCH FELLOWSHIP

Applications are invited for a postdoctoral appointment for work in collaboration with Professor B. J. Aylett and the British Steel Corporation Teesside Laboratories. The work involves a study of dusts produced in iron ore reduction processes. Particular attention will be paid to the physical microstructure, absorption properties and surface chemistry of these dusts: a range of physical techniques will be employed.

Salary scale £3,333 to £4,190 plus £450 London Allowance and USS benefits (under review). The post is tenable from 1st December, 1977, or an agreed date.

Applications, including a curriculum vitae and the names of two scientific referees, should be sent to Professor B. J. Aylett, Department of Chemistry, Westfield College, Hampstead, London, NW3 7ST.

Polytechnics

LANCHESTER POLYTECHNIC

Coventry – Rugby

FACULTY OF APPLIED SCIENCE

Dean : M. E. Foss, B.Sc., Ph.D., C.Chem., F.R.I.C.

Head of Department of GEOGRAPHY

Applications are invited for the above post. The Head will be a person of high academic and professional standing with experience in the organisation and teaching of an Honours Degree course in Geography complemented by a successful research record.

Salary: Head of Department Grade IV £6,756-£7,632 plus £312 plus £100 supplements.

The vacancy arises from the creation of a new Department, on the date of appointment of the Head, from the Geography Section currently operating as a unit within the Department of Applied Physics.

Application form and further particulars are available from the Director, Lanchester Polytechnic, Priory Street, Coventry CV1 5FB, returnable by 29th November, 1977.

NORTH STAFFORDSHIRE POLYTECHNIC

West Midlands Regional Management Centre

Vacancies exist for LECTURING STAFF who will join the Department of Management Studies of the Polytechnic in developing the activities of the recently designated West Midlands Regional Management Centre.

Applicants should have relevant industrial experience, and possess a degree in Management or allied subjects (preferably at Masters level). Experience in research and/or management education activities is desirable. Applicants (male/female) should also be able to offer subject specialisms in one of the following areas:—

Public Sector or Local Government Management;
Personnel Management and Industrial Relations;
Business Policy and Management Economics;
Organizational Theory and Human Behaviour;
Finance and Business Control;
Quantitive Methods and Operations Research;
and Marketing.

Appointments will be made at Principal Lecturer and Senior Lecturer/Lecturer II level depending on qualifications and experience.

Salary:—

Principal Lecturer £6,432 to £7,134 (bar) to £8,070;
Senior Lecturer £5,523 to £6,447 (bar) to £6,909;
Lecturer II £3,771 to £5,985.

Application forms and further particulars may be obtained from: Deputy Director (Staffing), North Staffordshire Polytechnic, College Road, Stoke-on-Trent ST4 2DE.

TEESSIDE

THE POLYTECHNIC

DEPARTMENT OF ART AND DESIGN

Applications are invited for the post of LECTURER II/SENIOR LECTURER in INTERIOR DESIGN to teach on BA (Hons.) Interior Design Course.

Applicants should possess relevant industrial or professional and teaching experience.

Salary: Lecturer II/Senior Lecturer £3,744-£6,023 (efficiency bar-£6,477 (work bar)-£6,909.

Appointments will be made within the lower part of the scale.

Application forms and further particulars are available from The Staffing Section, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland TS1 3BA, and are returnable within 14 days.

SHEFFIELD

SHEFFIELD CITY POLYTECHNIC

DEPARTMENT OF ACCOUNTANCY AND COMPANY ADMINISTRATION

LECTURER II IN FINANCIAL ACCOUNTANCY

Salary Scale £3,744 to £5,985. The successful candidate will be required to contribute to the teaching and development of financial accounting studies at diploma, degree and post-graduate level.

Applicants should possess appropriate academic/professional qualifications together with relevant business experience.

Requests for an application form, in writing, please, only to the Personnel Department, Sheffield City Polytechnic, [illegible] Square, Sheffield S1 2BB, to whom completed forms should be returned by 4th November, 1977.

Ulster College

THE NORTHERN IRELAND POLYTECHNIC

Faculty of Social & Health Sciences

LECTURER I or LECTURER II in PSYCHOLOGY specialising in OCCUPATIONAL or INDUSTRIAL PSYCHOLOGY or ERGONOMICS

Salary Scale : Lecturer I £2,913-£4,869
Lecturer II £3,744-£5,985

Applicants should have a good Honours degree a ferably postgraduate qualifications.

The Polytechnic is a direct grant institution wit dependent Board of Governors. It opened in 19 now has a student population of some 6,100 extensive new purpose-built accommodation incl residential places on the 114-acre campus overlo sea at Jordanstown, a pleasant and quiet resider

There is a scheme of assistance with removal

Further particulars and application forms which must be November 20, may be obtained by telephoning Wh 65131 ext 2243 or by writing to :

The Establishment Officer, Ulster Colleg
THE NORTHERN IRELAND POLYTECHNIC
Shore Road, Newtownabbey, Co. Antrim BT37

MANCHESTER

THE POLYTECHNIC

FACULTY OF MANAGEMENT AND BUSINESS

LECTURER II in PRODUCTION MANUFACTURING SYSTEMS

required to teach and assist in the development of manufacturing options in Business Studies courses. Candidates should have significant business experience in production, e.g. production control or material control, and should possess at least a good honours degree or equivalent qualification in a related subject. Consultancy and/or research experience would be desirable and the successful candidate will be expected to continue close liaison with industry.

The Department is responsible for a range of courses in Business Studies including an Honours Degree, H.N.D. and H.N.C., and new courses involving production are being developed. All staff are expected to contribute to course administration.

Salary scale: Lecturer II, £3,370 to £5,103 plus £[illegible] per annum supplement, with subsequent progression to Senior Lecturer scale, subject to Burnham criteria.

For further particulars and application form (returnable by 18th November, 1977) please send a self-addressed envelope marked "M.L.II" to the Secretary, Manchester Polytechnic, All Saints Building, Manchester M15 6BH.

TEESSIDE

THE POLYTEC

DEPARTMENT OF AND STRUCTURAL ENGINEERING & BUILDING

Applications are inv the post of: LECT SENIOR LECTURER ENGINEERING to teaching of Hyd some preference to applicants also Civil Engineering

Salary scale: Senior Lecturer £ (efficiency bar bar) £6,909.

Appointment will within the range £5,625.

Application forms ther particulars are from the Staffing Sect side Polytechnic, Road, Middlesbrough land TS1 3BA and able within fourteen the appearance of tisement.

Personal

POSTALOANS UNSECURED

£50 to £1,500

[illegible] INVESTMENT
1 The Green, [illegible]
01-940 [illegible]

Colleges and Institutes of Technology

ABERDEEN
ROBERT GORDON'S INSTITUTE OF TECHNOLOGY

RESEARCH STUDENTSHIPS IN OFFSHORE ENGINEERING

for graduates in Engineering or related discipli

The School of Mechanical & Offshore Engineering teaching and research in Offshore Engineering ha high reputation.

M.Phil. & Ph.D. (C.N.A.A.) registration propo

Areas of research :

(a) heat and mass transfer in well drilling flu
(b) materials technology and corrosion.
(c) dynamics of marine risers.
(d) underwater Magnus rotor vehicles.

£1,475 per annum basis

Application forms are available from and should be returned as soon as possible to Chief Administrati Officer, Robert Gordon's Institute of Technolo Schoolhill, Aberdeen, AB9 1FR. Tel. (0224) 574511.

Re-advertisement

DUNDEE COLLEGE OF TECHNOLOGY

Department of Accountancy & Economics

LECTURESHIP IN ACCOUNTANCY

Applicants should be honours graduates and/or hold equival professional qualifications in accountancy; they should also ha some practical and/or teaching experience at undergraduate le

The person appointed will be expected to contribute to the tea ing of financial and managerial accountancy on CNAA degr and other courses. Research interests are encouraged.

Salary on the scale £3,630 to £6,516 (bar) to £6,899, with init placing dependent upon prior approved experience. Financ assistance towards the cost of removal expenses may be pa able.

Further particulars and application form are obtainable fr the Administrative Assistant (Establishment), Dundee Colle of Technology, Bell Street, Dundee DD1 1HG, to whom compl ted application forms should be returned not later than Novemb 10, 1977.

Fellowships and Studentships

Lady Margaret Hall,

OXFORD

A Talbot Research Fellowship of the value of £1,280, tenable from October, 1978 for one year, or a maximum of two years, is offered by the Governing Body. The Fellowship is at present statutorily restricted to women who are graduates of any university, and who are of post-doctoral or equivalent standing.

Further particulars are obtainable from the College Secretary, to whom applications should be sent to arrive by 16 January, 1978.

OXFORD

SOMERVILLE COLLEGE

The College invites applications by 12 January, 1978, for a Mary Ewart Research Fellowship, tenable for two years from October, 1978. Annual value £1,600, and free residence in College for a single Fellow.

Applicants must be women graduates at least in their second year of research but not of post-doctoral standing. Selected candidates will be invited to attend for interview at their own expense. Application forms are obtainable from the Secretary, Mary Ewart Trustees, Somerville College, Oxford. Please enclose foolscap stamped addressed envelope.

OXFORD

BALLIOL COLLEGE

SIR LEWIS NAMIER FELLOWSHIP IN HISTORY
(Junior Research Fellowship)

The College propose to elect a Sir Lewis Namier Fellow for three years with effect from 1st October 1978. The Fellow elected will be a Junior Research Fellow of the College, as defined in the College Statutes, and will be required to undertake research in some period of medieval or modern history between the third and the twentieth centuries. The Fellowship is open to men and to women.

The stipend (at present under review) will be not less than £2,710 per annum, meals at the common table, rooms (or, in the case of a married Fellow, housing allowance) and superannuation.

Applications, with the names of three referees, should be sent to the College Secretary, from whom further details may be obtained, not later than 25th November 1977.

OXFORD

BALLIOL COLLEGE

DYSON FELLOWSHIP IN GREEK CULTURE
(Junior Research Fellowship)

The College proposes to elect a Dyson Fellow for three years with effect from 1 October, 1978. The Fellow elected will be a Junior Research Fellow of the College, as defined in the College Statutes, and will be required to undertake research in some area of study related to ancient Greek culture. The Fellowship is open to men and to women.

The stipend (at present under review) will be not less than £2,710 per annum, meals at the common table, rooms (or in the case of a married Fellow, housing allowance) and superannuation.

Applications with the names of three referees should be sent to the College Secretary from whom further details may be obtained, not later than 25 November, 1977.

Colleges and Institutes of Technology

DUNDEE COLLEGE OF TECHNOLOGY

SENIOR LECTURESHIP IN NURSING

Applications are invited from registered nurses with substantial teaching and professional experience. The person appointed will be required to be responsible, in the capacity of Course Leader, for the operation of a Degree Course in Nursing which is currently in its third year of operation. Applicants must have a thorough knowledge of the nature of undergraduate education, and possess appropriate academic qualifications at least at degree level.

Salary on the scale £6,504 to £7,230 (bar) to £8,290 with initial placing dependent upon prior experience. Financial assistance towards the cost of removal expenses may be payable.

Further particulars and application form obtainable from the Administrative Assistant (Establishment), Dundee College of Technology, Bell Street, Dundee DD1 1HG, to whom completed application forms should be returned by November 21, 1977.

Adult Education

NORTHERN COLLEGE

A RESIDENTIAL COLLEGE OF ADULT EDUCATION

The Northern College will provide for mature men and women who were unable to pursue their education earlier, or decided not to do so, but who are now looking to Adult Education as a process of exploration and development. It will offer two year, one year and ten week periods of full-time study designed to help adults to deepen their understanding of themselves, the role they can play in society and the work they can do.

The College was founded by a consortium of Education Authorities and bodies in Yorkshire and Humberside. It is grant-aided by the Local Education Authorities in South Yorkshire and by the Department of Education and Science and will be open in September 1978 at Wentworth Castle, Barnsley. An initial complement of 50 students will be increased to 120 in two to three years time.

The Council of Management now invite applications for the posts of Principal, Senior Tutor and Registrar, each appointment to be taken up not later than 1 May 1978.

PRINCIPAL

The Principal will have responsibility for internal organisation, management and development and the major initial task of completing the present planning of the College. He or she will be Chairman of the Academic Board (which will be responsible to the Council of Management for planning, co-ordinating, developing and overseeing the academic work of the College) and will undertake teaching in appropriate subject areas.

The person appointed will have qualifications, preferably in, one or more of the following — English, History, Economics, Politics, Trade Union and Industrial Studies, a wide and successful professional experience of teaching, planning and organising in adult education and an interest in recurrent and continuing education. In particular, he or she will have a prime concern to make education serve the needs of mature adults and an imaginative insight into how teaching, learning, informal and formal curriculum of a residential college can bring about that process.

SENIOR TUTOR

The Senior Tutor will be required to deputise for and to assist the Principal in the general development of the organisation and academic work of the College, particularly (but subject to the Principal's direction) with regard to student admissions and counselling, the curriculum, and teaching methods and resources. He or she will be required to teach in one or more of the following subject areas — Modern History, English Literature and Speech, Trade Union and Industrial Studies, Local and Community Studies, International and Political Economy, Sociology, Psychology and Social Psychology.

Applicants should have good academic qualifications, substantial experience of teaching and student counselling in adult education and a commitment to the development of areas of study and methods of teaching relating to the needs of mature students.

REGISTRAR

The Registrar will be responsible through the Principal for the administrative work of the College including the control of non-teaching staff, management of College buildings and grounds, the preparation of estimates, records and statistics, the handling of student fees and awards, the administrative aspects of staff appointments and the provision of secretarial services to the Council of Management.

Applicants should have good experience of Educational Administration, appropriate qualifications, and an active interest in Education and a readiness to be involved in all aspects of the life of a Residential Adult College.

SALARIES within University Professorial Grading, and in accordance with University Senior Lecturer and Assistant Registrar Scales (including current allowances). PRINCIPAL £8,400 per annum (expected to be increased when the College is expanded), SENIOR TUTOR £7,303 to £7,851 per annum, REGISTRAR £5,423 to £6,655 per annum. A member of staff residing in the College may receive an appropriate allowance for duties arising from residence and will be charged appropriately for the accommodation provided.

Further particulars obtainable from the Head of Administration and Law (reference H.A.), Town Hall, Barnsley, South Yorkshire (Telephone Barnsley 203232 extension 446) who should receive applications by letter, naming two referees by 28 November 1977. It is expected that interviews will be held on or about 15 December 1977.

Colleges of Education

Department of Social Studies
Selly Oak Colleges
Birmingham B29 6LE

PRINCIPAL LECTURER IN SOCIAL WORK

Applications are invited for the post of Principal Lecturer in Social Work [illegible] Social Work [illegible] Day [illegible] (This [illegible] CCETSW [illegible])

Applicants should be academically and professionally qualified, with good experience of teaching at degree/COSW level, and of social work practice in appropriate fields. Experience of work with the elderly, handicapped, or day services in general, and interest in post-qualifying studies would be advantageous.

Salary: Principal Lecturer Burnham FE £5,940/£7,670 plus £402 supplement

Further details and application forms available from:- Mrs Diana Bowen, Secretary, Department of Social Studies, Selly Oak Colleges, Birmingham B29 6LE. Telephone: 021-472 4231.

LONDON

INNER LONDON EDUCATION AUTHORITY

PHILIPPA FAWCETT AND FURZEDOWN COLLEGE OF EDUCATION
Leigham Court Road,
London SW16 2QD

Applications are invited for the temporary part-time post of LECTURER II in BUSINESS ECONOMICS to teach economics to B.Ed. level. The appointment will be for two or three days a week (negotiable) and is tenable from 1 January, 1978. Applicants should have good academic qualifications; experience of secondary school teaching and/or the business world would be an advantage but is not essential.

The salary will be pro rata to the appropriate point of the Lecturer Grade II Scale (£3,370 to £5,493) plus supplement of £[illegible] and £[illegible] plus £402 London Allowance.

Further particulars and application forms may be obtained from the Academic Registrar, to whom applications should be returned by 18 November.

Courses

CAMBRIDGE UNIVERSITY

DIPLOMA IN ENGLISH STUDIES

(for foreign students)

Students who have [illegible] Certificate of Proficiency [illegible] the Diploma in English Studies. The Diploma [illegible] study of English Language and Literature at a level roughly equivalent to that required for Part I of British university degree examinations [illegible] qualification awarded by Cambridge specifically for foreign students of English.

Brookside College, Cambridge, is holding courses, commencing in October 1977, and January 1978 leading to the June 1978 Diploma examination.

Apply to :
The Vice-Principal,
BROOKSIDE COLLEGE,
3 Brookside, Cambridge
Tel : 0223 64639/0

Librarians

SURREY

COUNTY COUNCIL

WEST SURREY COLLEGE OF ART AND DESIGN

TUTOR LIBRARIAN

Applications are invited from professionally qualified graduates for the post of Tutor Librarian at this College which offers C.N.A.A. degree and advanced level vocational courses in addition to Foundation Studies. The post will be tenable from 1st January, 1978, or as soon as possible thereafter and the salary will be at Burnham (F.E.) Senior Lecturer Grade £5,523 to £6,147 with an Outer London weighting of £150.

Removal and relocation expenses will be payable.

Further particulars and application forms from The Chief Administrative Officer, Falkner Road, The Hart, Farnham GU9 7DS, to whom they must be returned within two weeks of the appearance of this advertisement.

Awards

EDUCATIONAL DEVELOPMENT AWARDS

Ministry of Overseas Development

This Ministry is offering about 12 awards to enable the study of Education in developing countries and to enlarge the experience of those from Britain employed in this field. Awards are tenable from six months to two years, and may involve study for a higher degree, or a period of attachment, or an investigation. Thereafter employment will be expected in a related area, normally overseas. Applicants, preferably senior teachers or educationalists, aged 25 to 45, should have working experience overseas in one of these fields:—

1. The planning of education.
2. Administration of education including the running of schools.
3. The education and training of teachers.
4. Curriculum renewal.
5. The use of new media.
6. Non-formal education and communication in the field of social education.
7. Technical education including industrial training and management development.

Closing date for receipt of applications for the academic year 1978/79, March 1, 1978.

Further details will be supplied on application to

Room A.520, Ministry of Overseas Development, Eland House
Stag Place, London
SW1E 5DH,
quoting reference
Ed 201/234/01.THES.

ODM

Colleges of Further Education

LONDON COLLEGE OF PRINTING

Elephant and Castle, London, SE1 6SB
Tel. 735 8484, Ext. 227

Department of Business and General Studies

Principal Lecturer in Complementary Studies

Senior Lecturer in General Studies

Applications are invited from suitably qualified graduates for two senior positions within this large department.

Initially it is intended that the Principal Lecturer will be responsible to the Head of School of General Studies for the coordination of the Complementary Studies contribution to our three CNAA Degree Courses. The Senior Lecturer will take responsibility for the co-ordination of the non-degree work in the School and in particular the City and Guilds and Tec courses.

In each case candidates should have significant and relevant teaching experience and be able to demonstrate a capacity to help manage a rapidly growing and evolving section of work in the College. Research experience would be an added qualification. Salary in accordance with the Burnham F.E. Report:

Principal Lecturer £5,940-£6,642 (bar)-£7,598 (plus £402 Inner London Allowance and £492 supplement).

Senior Lecturer £5,031-£5,955 (plus £402 Inner London Allowance and £492 supplement).

ilea

Further particulars and application form (returnable within 14 days) may be obtained from the Senior Administrative Officer at the College (Ext. 227).

West Sussex County Council

CHICHESTER COLLEGE OF FURTHER EDUCATION

Principal

On retirement of the first Principal of the College, Mr S. D. Hughes, the Authority require a Principal, preferably from May 1, 1978, for this Group 6 College, situated in entirely modern buildings. The college has eight departments and its own Hall of Residence, and attracts students from many parts of the United Kingdom and overseas. Candidates should be graduates with appropriate senior responsibility in further education.

Form and details from Director of Education, County Hall, Chichester PO19 1RF, on receipt of stamped addressed foolscap envelope. Closing date November 21, 1977.

General Vacancies

IMPERIAL COLLEGE OF SCIENCE AND TECHNOLOGY

(University of London)

Rector's Secretary

Applications are invited for the post of PERSONAL SECRETARY to SIR BRIAN FLOWERS, FRS, Rector of Imperial College. The Rector is the Academic and Administrative Head of the College and has national and international academic and scientific commitments.

The Personal Secretary will be responsible for the organization of the Rector's office. Candidates should have considerable secretarial experience at a senior level, first class secretarial skills, good organizing ability, including the arrangement of social functions, the personality to deal with people at all levels and the capacity to cope equably under pressure with a wide range of interesting but demanding business. The Secretary should be prepared to work outside normal office hours according to the requirements of the duties. The post will become vacant early in 1978.

Starting salary will be not less than £4,400 per annum: contributory pension scheme: 4 weeks' holiday in addition to normal college closures (1 week) at Christmas and Easter.

Further particulars and application form from Sir Brian Flowers, FRS, Rector, Imperial College of Science and Technology, London SW7 2AZ, to whom applications should be sent to arrive not later than November 22, 1977.

Overseas

State College of Victoria at Coburg

Melbourne, Australia

The State College of Victoria at Coburg is an affiliated College in the State College of Victoria. Formerly a Teachers' College of the Victorian Education Department, it is now an independent institution governed by its own Council. The College offers courses in Teacher Education, Youth Work and Welfare Administration and is developing courses in Nursing.

Applications are invited for the following positions:

(CO 77/8)

LECTURER IN ORGANISATION AND MANAGEMENT

DUTIES. To prepare courses and teach in areas of Organisation and Management applicable to Service Organisations. The students involved are people working or intending to work in a range of professions including teaching, social welfare, youth work and nursing. About half the appointee's time will be spent in courses related to school organisation and management. The appointee will be required to establish sound relationships with education and other institutions. As well as the normal teaching duties, the applicant will be required to participate in the development of the College or any activities prescribed by the College Director.

QUALIFICATIONS: An appropriate university degree and higher qualifications in Management are required. Preference will be given to applicants who have held positions in Education Management.

(CO 77/15)

SENIOR LECTURER/ LECTURER IN SOCIOLOGY

DUTIES: To teach, prepare and develop programmes in Sociology in one or more of the following areas—Urban Sociology, Ethnic Studies and primary school social studies curriculum. As well as the normal teaching duties, the applicant will be required to participate in the development of the College or any activities prescribed by the College Director.

QUALIFICATIONS: A higher degree in the Social Sciences. Experience in teaching at a tertiary level desirable.

(CO 77/19)

SENIOR LECTURER IN PSYCHOLOGY

DUTIES: To be responsible for the development and teaching of Psychology within the Teacher Training, Youth Work and Welfare Administration courses. As well as the normal teaching duties, the applicant will be required to participate in the development of the College or any activities prescribed by the College Director.

QUALIFICATIONS: A higher degree in Psychology and relevant teaching and administrative experience. Applicants should be eligible for registration as a Psychologist under the appropriate professional association.

SALARIES: Lecturer, $A14,631-$A19,261
Senior Lecturer, $A19,675-$A22,955

Applications should be sent as soon as possible. Details with the Curriculum Vitae should include qualifications, experience, age, marital status, telephone numbers and the names and addresses of three referees, one of whom must be a present or recent employer.

The successful applicant will have the economy air fare for him/herself and family paid to Melbourne plus a negotiable allowance for removal expenses.

A limited tenure appointment or secondment would be considered.

NOTE: The College Council reserves the right to appoint by invitation or make no appointment in response to this advertisement.

Applications close on Monday, 5th December, 1977.

THE DIRECTOR,
STATE COLLEGE OF VICTORIA AT COBURG,
P.O. BOX 179, COBURG, MELBOURNE 3058

HONGKONG POLYTECHNIC

Assistant Estates Officer (Services/Planning)

£8,971-£12,094

A degree or professional qualification in a relevant discipline together with extensive practical experience.

To be responsible to the Estates & Development Officer for liaison with development architects and consultants for all services requirements arising in connection with new buildings and future developments for the Polytechnic. Provide performance specifications, make recommendations on service matters concerning alterations to existing buildings. Work with the Assistant Estates Officer (Services) on all existing services and plant maintenance as necessary.

Salary in scale HK$74,460 x 6 increments to $100,380 p.a.

Appointment on two-year gratuity bearing contract initially. Thereafter suitable appointees may be offered further contracts or superannuable terms at the discretion of the Polytechnic.

Free passages, long leave, subsidised accommodation, medical and dental treatment, education allowances and a terminal gratuity equal to 25 per cent of basic salary received over entire contract period.

Application form and further details from the Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS. Ref. HKP/THES.

Closing date for receipt of applications, 21st November, 1977.

Tetoc

Colleges of Further Education continued

LONDON

LONDON COLLEGE OF PRINTING
Elephant and Castle, London, SE1 6SB
Tel. 735 8484, Ext. 227

DEPARTMENT OF BUSINESS AND GENERAL STUDIES

SENIOR LECTURER II IN MARKETING

Applications are invited from suitably qualified GRADUATES who can help to develop our work in this area. Candidates should have significant teaching and/or relevant industrial experience and be capable of teaching marketing to H.N.D. levels and above. Knowledge of the Printing Communications Industry could be an advantage as would be an interest in market research and/or statistics.

Salary in accordance with the Burnham F.E. Report, £5,031 to £5,955 (bar) to £6,317 plus £102 Inner London Allowance and £192 supplement.

Further particulars and application form (returnable within 14 days) may be obtained from the Senior Administrative Officer at the College.

Classified Advertisements

To advertise in The THES phone John Ladbrook 01-837 1234

THE TIMES
Higher Education
SUPPLEMENT
New Printing House Square,

P.O. Box 7,
Gray's Inn Road,
London WC1X 8EZ

HOME-BASED TUTORS

Part-time tutors working at home are required to prepare correspondence courses in various subjects for the B.Sc. (Econ.) degree.

Application forms are available from the Senior Tutor, The Rapid Results College, Tuition House, London SW19 4DS.

General Vacancies continued

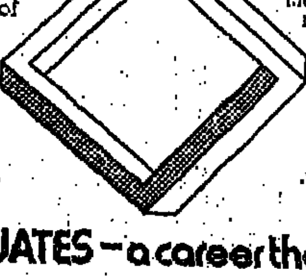
A job you'll enjoy

The Intellectual Challenge For Instance.

As an Inspector of Taxes you will need to have your wits about you, especially when negotiating with tax payers and their professional advisers. Your job is to determine the tax liability of both businesses and individuals which demands full use of the intensive training you receive in law and accountancy.

The challenge is not only to your intellect. It tests personal qualities too – such as the ability to express yourself clearly, to think on your feet, resilience, self-reliance and, above all, judgement, or the art of knowing when to concede a point gracefully and when to stick to your guns.

During your career you could expect periods in charge of the tax affairs of an entire district managing a fair sized staff and enjoying wide powers of discretion. You may also spend periods on more specialised aspects of taxation, acquiring an enviable professional expertise – a valuable career asset.



Qualifications: Under 32 and a degree with honours – at least second class honours ability is looked for. Final Year Students may apply.

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LETTERS TO THE EDITOR

Science and values

r,—According to Professor Huxley (THES, September 21), if science is to retain its objectivity and intellectual integrity, it is essential that science retains its value-neutrality. According to Dr Young (THES, September 23), just the kind of sharp distinction between fact and value which Professor Huxley appeals is not possible. Science is in practice imbued with evaluative or ideological assumptions to an extent which Professor Huxley seems quite unaware.

In my view, both positions miss the essential point. We need a new kind of science, an improved conception of scientific objectivity and rigour, which emphasizes the fundamental importance of sustained scientific and public discussion of research aims from both factual and evaluative standpoints.

Both Huxley and Young fail to distinguish clearly two very different ways in which human values may influence science. In the first place values may lead to the distortion, suppression or faking of scientific results. In the second place values may influence scientists in their choice of research aims. Let agree that the first kind of influence is to be deplored. The second kind of influence however is both inevitable and in principle desirable throughout the whole of science.

The basic intellectual aim of science, after all, is to discover, not just truth as such, but rather important truth, truth that is of human value or use, from either a cultural or technological standpoint. Quite correctly we assess the progress of science in terms of the extent to which important truth is being discovered.

Thus progress in science will depend crucially on how good our decisions are as to where unknown important truth exists to be discovered—on how good our choice of research aims are, in other words. Notoriously, however, it is profoundly difficult to make good choices of research aims, just because we are dealing with the domain of our ignorance, and the domain of human values.

Here above all we need to proceed imaginatively and critically. We need to articulate and scrutinize possible aims we conjecture to be scientifically realizable and humanly valuable, so that we may give ourselves the maximum choice. Scientists and non-scientists alike need to collaborate in the task of attempting to discover the best possible aims for scientific research. Such discussion of aims is essential for scientific rigour and objectivity.

We may argue as follows. If science is to be intellectually rigorous it is essential that it avails of those methods best designed to help us achieve scientific progress. In order to maximize our chances of such progress need to subject the whole topic of actual and possible aims for research to sustained critical discussion.

to objectivity it is reasonable to stipulate that science is only genuinely objective if human values influencing choice of research aims from the interests of humanity as a whole, and not merely from interests of some restricted group of people. Objectivity in this is only likely if there is sustained public discussion of values influencing choice of research aims. In order simply to assess the objectivity of science in this sense it is essential for there to be such discussion.

present, by and large, science society lack the institutional means to promote such scientifically sharpened public discussion of research aims. One important reason for this is that the scientific establishment has long upheld a conception of science, defended by Professor Huxley, which sees no need for, and even forbids, public discussion of research aims from combined factual and evaluative standpoints. In defending this traditional conception of science Professor Huxley thus helps to damage the very things he seeks to preserve—the objectivity and intellectual integrity of science.

is often held that introducing discussion of evaluative matters into scientific discussion can only serve to undermine somewhat scientific rigour and objectivity. I have shown that the thing is all the other way round.

Repeatedly in his lecture Professor Huxley warned us against "the invincible attraction of theories which simplify and unify seductively". I believe that Professor Huxley has himself fallen victim to the very thing he warns us against. He has fallen victim to the invincible attraction of a theory of science which simplifies and unifies seductively, but "under which reality is lost or distorted".

In science all our assumptions ought to be open to criticism and revision, even our most basic assumptions about the nature of science itself. The theory that science ought ideally to be pursued in a value-neutral fashion is unacceptable. We need a new, more adequate, conception of science, and a new science, which actively encourages open public discussion of aims for science from factual and evaluative standpoints combined. Only such a science is likely to serve the best interests of humanity in a truly objective and rigorous way.

Yours sincerely,
NICHOLAS MAXWELL,
Department of the History and Philosophy of Science,
University College London.

Sir,—Professor Sir Andrew Huxley further sharpens the distinctions between fact and value, science and society, and science and technology within a "use/abuse" model of knowledge and its context (*THES*, October 14).

He proceeds, by implication, to convict me of Lysenkoism and Stalinism and to label me "betrayer", "traitor", "enemy" and (by association) liar. P. A. J. Waddington adds charges of fallacious tactics, "distortion", "besmirching", "contamination" and "pollution" and places my criticisms of Professor Huxley's presidential address to the British Association in the context of Professor Gould's witch-hunt.

It all seems a bit fundamentalist. If I thought so little of the ruling class I would be unable to explain its hegemony and would not think it worthwhile to attempt to subvert it.

It is certainly true that when the issues are put "in black and white" in Professor Huxley's terms, the only alternative to his position which he allows looks silly. That is why I and other radicals reject his framework for considering knowledge, try to show that the positivist distinctions are deeply politically conservative and seek to persuade people to see the issues differently. On his terms, our priorities never get on to capital's agenda.

All of my examples—Burt, Shockley, Lorenz, Krebs, Soviet dissidents, the Darwinian debate, generations of Huxleys, even my rhetorical list—were designed to discredit his fine distinctions and to place the debate in a dialectical framework of mutual interpenetration and levels. We do not merely disagree about the feasibility and desirability of line drawing and about the existing and desirable strength of social influences on science. We also differ on how a social order does and should constitute its enquiries and pursue its priorities. *More importantly*, we are fundamentally at odds about what those priorities should be.

His questions are an ambush, but never mind. Here are the answers. I recognize no line: there is no haven in science from ideology. We cannot make a clear-cut separation between context and conclusions, science and wishes and fears about its practical applications.

Now for Mr Waddington: Yes, science is wholly political. All studies of the biological bases of behaviour do entail biological fatalism. Science is fully politicized. Sociobiology does belong in a list with other abuses and forms of oppression. Shockley's views on eugenics are relevant to his proposals for IQ research.

Hardly worth demanding, though, since I am not thereby saying that science is false, merely subjective, untrustworthy, distorted or any other oversimplification. So why not stop being so simplistic?

I do agree about the relevance of *Darkness at Noon*, but the world does not divide into Stalinists (or even Bolsheviks) and gentlemen (*sic*).

I am not silent about the Lysenko affair; I have written several pieces about it. I just was not prepared to discuss it on the "use/abuse" grounds proposed and reiterated by Professor Huxley. His 1930s and Cold War assumptions are out of date.

Marxist critiques of science are in their infancy, and confidence to conduct them on our own terrain is frail. But there are beginnings, for example, Marxist analyses of the shared terrain of conservative, liberal and radical positions on IQ and on Lysenkoism will appear in the next issue of the *Radical Science Journal* (RSJ 6).

Opponents of the status quo in science, technology and medicine (east and west) are far from united, and to anyone remotely involved in radical or revolutionary politics, the notion of *a* left position on practically anything you care to name is hilarious. Nevertheless, the various sects and tendencies would come nearest to unanimity in rejecting Lysenkoism, Stalinism and other forms of vulgar Marxism (including, for most, Haldane *and* Bernal, though I did like the particular bit of Bernal quoted).

Within the left there is a debate about science and technology which is (at least) as rich and complex as that within the prevailing concensus, and it even includes lots of left scientism. The most impoverished discourse is between the two camps. This is unsurprising, since their terms of reference, while not incommensurable, are based on commitment to fundamentally different social formations—socialism versus the capitalist mode of production (and its nominally socialist but still hierarchical and authoritarian counterparts).

My own tendency is libertarian Marxist and presents a serious, competing alternative cosmology and way of formulating the issues. It is based on a different perspective (with the labour process at its centre), a different process (class struggle), and a different telos—a socialist society.

Professor Huxley and Mr Waddington should take their multifaceted enemy more seriously and not merely conclude replies with hints of open season and censorship. With the memory of McCarthyism and the current example of Germany before us, we should all tread carefully in these matters.

Professor Huxley directs our attention, finally, to the example of his grandfather's remarks on blacks and women. He identifies a false equation between "hereditarian" and "racist", made in a document distributed at the Aston British Association meeting, which I had no part in writing and have not seen but which uses one of my quotations from T. H. Huxley. He says that I do not make clear what deduction I expect the reader to draw. It is the one I put at the head of the quotations: "that even the most admirable and cautious separator of fact and value cannot always distinguish what is evidence from what is policy".

In the 1950s and 1960s "law and order" became a code for repression of protest—black, brown and white. In the same way, "IQ" has become, since 1969, a code for halting environmental moves towards black emancipation. It is the scientistic apologia for the policy of "benign neglect".

It is naive and blinkered to defend disinterested research in this context, just as it is for Steven Goldberg to claim to be disinterested when writing under the title *The Inevitability of Patriarchy* in the context of the women's movement.

Both are forms of opposition to struggle—whatever their proponents' intentions—and divert our gaze from obvious and glaring socio-economic oppression of race, sex, caste and class in the name of possible subtle findings about differential ability, differential birth rates and rates of evolution. That is, they direct us toward evolution rather than revolution. And surely we can agree that that is the gulf which divides my position from those I criticize?

Lest that be misrepresented, perhaps I should add that, like Rubashov, I believe that "only purity of means can justify the ends".

Yours faithfully,
ROBERT YOUNG,
Radical Science Journal,
9 Poland Street, London, W1.

Adult literacy council

Sir,—Though delighted to see the membership of the Advisory Council for Adult and Continuing Education so quickly promulgated (*THES* October 21), under so distinguished a chairman as Dr Hoggart, I feel the actual membership calls for some comment. In no way, however, should the succeeding remarks be construed as personal criticism of the individuals concerned, merely as comment on the weighting of nominations.

Of the total 23 members (including chairman) six seats have been allotted to university or near-university interests; three to education committees, two to education officers, three to representatives of the broadcasting media; four to organizations broadly interested in adult education; two to industrial interests; and three others.

As a further statistic, only four members are women in a field in which most students are women (certainly in l.e.a. provision establishments). I have no doubt those who chose the members had the best intentions in creating a body *ab initio* at once authoritative and august; hence the inclusion of the large group of university interests.

In adding together education committee members and education officers, I accept their five seats as a fair balance for those actually administering the bulk of adult education provision. But if the student representation from the Open University is added, the university bloc begins to approach one-third of all representation: far too large for a relatively small section of adult education in comparison with the numbers of students and staffs in the 8,000 l.e.a. and voluntary centres in England and Wales.

If the university sector intends a massive expansion of less structured, less degree/diploma-orientated learning for all adults who ask, then, all power to them. Along with such an advance would come the acceptance of such "irregular" studies as the arts, crafts, physical and manual skills and so on, as viable studies possessing intrinsic worth and dignity of their own. (Or would it?)

If the universities moved into the local communities whilst retaining their scholarship and research functions, and broadened their work across the whole range of legitimate adult interests: the family, the home, local politics, sport and many other things, then their place would be strengthened in the nation.

As the Council begins to establish itself as a voice of authority in the educational world, it is to be hoped that greater representation from practising adult educators (full-time and part-time) as well as students from the l.e.a. field will be forthcoming as these are the people who form the mass of adults who seek education as a means to greater understanding of life as they must live it.

As a first step in that direction, I would hope to see such people brought in to serve on sub-committees of the council bringing their first-hand knowledge of the field to bear on all aspects of discussion and research which the council will inevitably initiate, as its terms of reference demand.

Finally, I am sure I speak for many when I say that the inauguration of such a council is to be welcomed warmly as a concrete example of government interest in the adults (the rate and taxpayers) who provide the wealth for all the services which an advanced technological society requires. Let us hope that "the concept of education as a process continuing throughout life" (DES Memorandum to the National Institute of Adult Education, September, 1977) will become a reality and our educational system be reconstituted into a dynamic, vital, creative force for younger people and older people alike to share the real excitement and fascination of learning as part of our national life style.

Yours faithfully,
PETER BUCK,
Vice-principal,
Richmond Adult College,
Kew Road,
Richmond.

In-service priority

Sir,—I was very interested to read your report on Mr Oakes's speech (*THES*, September 9) at the National Union of Students' Conference at Edinburgh about in-service training. I think it is important that your readers should not deduce from it the impression that little or nothing is happening in this field.

In this authority, for example, in-service training has for some years enjoyed a high priority. We have now three residential establishments, one of which provides specifically in-service training courses for teachers. In 1976-77 it provided for over 3,500 teachers following courses varying from those arranged for primary, middle and secondary school teachers to further and adult education teachers, from newly-appointed probationary teachers to head teachers and from specialized curriculum subject to organizational topics.

In addition, we have 12 teachers' centres which provide a valuable local meeting place for teachers and whose activities include a certain number of formal courses of a non-residential nature, but which, in addition, facilitate a wide range of spontaneous activities devised by teachers themselves to meet their own professional interests and needs.

I think it is important that what has been achieved by local education authorities in in-service training should not be misconstrued, played down or even at times misrepresented.

Yours faithfully,
C. A. RUGMAN,
Senior assistant education officer,
Kent County Council.

Council's independence

Sir,—I wish to congratulate your correspondent, Michael Binyon, for his judicious and accurate summary of events at the Toronto conference of the International Council on the Future of the University (THES, September 23).

In his report of the "muddle" affecting the commission of inquiry that looked into German universities, however, he has misstated an essential fact. It is not the case that "At some stage the council gave the German Government its word that it would take the reaction of officials into account before the report was published".

We had only unofficial contacts with individuals in the German Government, and they did not ask, nor did we give, any such undertaking. We merely indicated to them our intention to show the report to knowledgeable Germans who, as individuals, would comment upon it before we published it. It was clearly understood on both sides, of course, that the members of the commission reserved the right of final judgment as to the contents of their report.

These may seem like trivial points to take issue with in an otherwise thorough and commendable piece of reporting. We are concerned, however, that no wrong implication be drawn that the council is anything but what it is: an entirely independent, private body.

Yours sincerely,
CHARLES FRANKEL,
Chairman,
The International Council on the Future of the University,
745 Fifth Avenue,
New York.

Cardiff appointments

Sir,—I have been following the correspondence in *The THES* about the recent appointments at the University of Cardiff. It is highly disquieting that one candidate for a post should be invited to name external assessors, to mention just one fact, and that an official investigator should not think this in any way wrong.

Members of the public like myself would like to see a clear code of conduct for such appointments, with the right of appeal to a body outside the particular university in question.

Yours sincerely,
JOHN NIGHTINGALE,
The Vicarage,
Amberley,
Arundel,
Sussex.